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ABSTRACT

Merit pay remains a national priority item for encouraging school improvement. Still, alternative plans for attracting and retaining superior educators are emerging from many districts. This study examines salary programs, incentive plans, and staffing patterns for assistance in developing the Tyler, Texas, district action plan. Literature shows that faulty evaluation procedures (entirely input-oriented) weaken merit pay's viability; additionally, a task force has concluded that merit pay is only one step in improvement. Teacher and administrator unions have called for certain guidelines for merit plans, and plans from 17 states have been scrutinized for factors contributing to success or failure. These plans are outlined and categorized by program design, including merit pay by increment and extra pay for extra duties. Teachers in Garland, Texas, for instance, may teach short courses during June or teach summer school in the morning. Questions about merit pay's future nonetheless remain; generally it is suggested that specific preconditions must be met if it is to succeed. Meanwhile, policymakers should heed recommendations in a number of areas. (KS)

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A SURVEY OF ALTERNATIVE SALARY AND INCENTIVE PLANS FOR TEACHERS

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TYLER INDEPENDENT SCHOOL DISTRICT

Tyler, Texas

Dr. Jack L. Davidson
Superintendent

EA 016 946

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May 1984

PREFACE

A number of activities are occurring within the State of Texas and across the country regarding the status of education. A key element in all of these considerations concerns salaries for professional personnel. The general term "merit pay" has been used to describe a variety of alternative pay plans, and a number of individuals and groups have concluded that merit pay, in some fashion, must be included in order for schools and teaching to become more effective.

Since the Tyler Independent School District recognizes the need to be knowledgeable on this issue, this study has been compiled. It will serve as a base document for staff and community study of Tyler Independent School District salary provisions, alternative salary plans in operation, and reasons for success or failure of these plans. In addition, this study will serve as an important resource for any final recommendations concerning changes in basic salary structures for the school district.

This school district will not be rushed into any dramatic changes in salary structures but will be conscientious and systematic in studying possibilities for change and analyzing the probable effects of such change. This approach can help assure the most effective procedures possible within the Tyler Independent School District.

Jack L. Davidson

Jack L. Davidson, Superintendent

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INTRODUCTION

The call for a more productive educational system echoes across the entire nation. Educational goals, expectations, curriculum, staffing and other areas that affect learning are under close scrutiny today. Without exception, the call for a higher level of student productivity is accompanied by a call for a higher level of efficiency and productivity by educators.

The major studies that reported on the condition of education in America today addressed the problem of teacher salaries. The reports recognize that the way to begin educational reform is to increase the base salary of teachers and provide alternative salary and incentive plans above an adequate base salary.

> Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based...The average salary after twelve years of teaching is only $17,000 per year, and many teachers are required to supplement their income with part-time and summer employment.
>
> - A Nation At Risk[7]

Competitive salaries for teachers require additional funds. According to the Gallup Poll, the taxpayer will supply the necessary funds if the standard of education is raised throughout the nation. This challenge by the public targets the need for salary structures that compensate teachers for superior performance.

In the first wave of action toward reform, merit pay took the lead and remains today as a priority item on the national agenda. However, numerous local school districts, with the support of state governments, are designing alternative salary plans as a result of recommendations such as the following:

> We strongly recommend that each state create a "career ladder" for teachers that will help attract and keep outstanding teachers. There should be changing levels of responsibility, pay and status for teachers as they move through their careers.

> No good teacher should be forced to leave teaching and become an administrator as the only means of achieving higher pay and status in an educational career.
>
> - Action for Excellence by James B. Hunt[39]

> A career path for teachers should be developed. Two of the most troublesome aspects of the teaching profession today are the lack of a career ladder and the leveling off of salaries. The irony is that to "get ahead" in teaching, you must leave it. Good teachers must be recognized and move forward within the profession, not outside it.
>
> - High School by Ernest L. Boyer[3]

> The teaching profession has a very limited career line. A teacher has roughly the same responsibility at the end of a professional lifetime as on the first day of work. As much as anything else, this state of affairs drives many able and ambitious people from the classroom...Top professionals want a career that gradually develops with more responsibility and compensation following experience and demonstrated excellence. This requires differentiated staffing within teaching and salaries that follow this differentiation.
>
> - "High School Reform" by Theodore R. Sizer[35]

The public interest in appropriate remuneration for superior performance, the exodus of excellent teachers to higher-paying jobs, and the need to attract higher-quality new teachers requires local education agencies to design monetary incentive plans to promote academic excellence within each district.

Educators must realistically accept that the public schools in Texas will never be able to support a common pay scale high enough to compete with business and industry for the best employees. The challenge we face is the development of a workable plan for building and gaining the best possible base salary schedule funded by the state, and then developing a workable differentiated staffing plan with a corresponding pay scale to superimpose on the base plan. A combined plan will allow the school district to compete at the level we need to compete--the level for the top candidate.[20]

The purpose of this study is to analyze current salary programs, incentive plans, and differentiated staffing patterns to establish an information base to assist in designing an appropriate action plan for the Tyler Independent School District.

BACKGROUND RESEARCH

As early as 1908, merit pay and its incumbent complications were dealt with by the National School Board Association:[1]

> The problem of classifying and paying teachers has commanded the best thought of school boards and superintendents. It is always a vexed question, because nothing will arouse the attention of the average teacher so quickly as a discussion touching upon his or her compensation.

The sensitive nature of the question of merit pay is still evident today. Merit pay has the attention of every teacher, every local school board, every state government, the Federal government, and the President of the United States. It is a major political and professional issue. The term "merit pay" remains an emotionally charged term among the rank and file of the education community. The negative connotations attached to the term may never be erased.

DEFINITION OF TERMS [44]

In order to communicate effectively, a brief definition of terms may be helpful to limit the influence of the term "merit pay" and examine the other terms that identify alternative plans.

Merit Pay

In this study merit pay refers to a monetary stipend earned by teachers, who, on the basis of some form of evaluation, are considered to be doing superior work. It can be based on input criteria such as classroom performance, knowledge of subject matter, etc., or on outcome of a teacher's efforts such as reduced student absences or test scores. The stipend is usually given as a one-time payment added to the teacher's regular salary (bonus) or as a salary increment subject to review periodically.

Extra Pay for Extra Duties

Extra pay for extra duties refers to supplements added to teachers' salaries for the guidance or supervision of pupils participating in extracurricular activities. The supplement

may be a fixed dollar amount added to the teacher's schedule or a ratio of a point on the schedule. Coaches, band directors and sponsors of student activities have been compensated according to this plan for several years. Many of the studies recommend that academic teachers' contracts be extended to eleven or twelve months or that the teachers' days be extended in payment for assigned tasks such as curriculum writing, directing inservice programs, teaching remedial classes or teaching summer school. Extra pay for extra duties that involve instructional tasks may be added to the teacher's salary schedule or given as a one-time payment for the number of hours the completed task requires.

Incentive Pay

Incentive pay refers to plans that usually do not involve an evaluation of a teacher's performance. Teachers may reduce staff absenteeism, increase student performance, or accept difficult teaching assignments to be eligible for incentive pay. Entire faculties may receive payment when goals are achieved as a group effort.

Non-monetary incentives are recommended by many studies. Providing opportunities for attendance at seminars, workshops, conferences, and other special recognition activities are used as incentives and rewards for teachers.

Master Teacher Plans

Master teacher plans refer to the programs that reward teachers with a salary increment and a title of "Master Teacher" (or a similar title) as a result of attaining identified performance criteria. Master teachers are assigned supervisory tasks in addition to teaching.

Career Ladders

Career ladders refer to plans that establish several levels of career advancement for teachers that tie each level to a higher salary, additional competencies and different combinations of responsibilities. Teachers may opt for each higher level. Differentiated staffing is designed to reward excellent teachers without removing them from the classroom.

There are five distinctively different programs for compensating teachers for superior performance. Merit pay is just one of those designs. The other terms indicate entirely different structures and deserve proper recognition and usage. All of them are designed to provide appropriate remuneration for a job well done.

WHAT RESEARCH SAYS

The renewed public and political interest in education demands a careful study of this controversial issue by decision makers to develop a viable plan for paying teachers for performance and productivity.

The most comprehensive research on the issue is the study conducted by the Education Research Service in 1978[14] which surveyed all 11,500 U.S. school districts with more than 300 pupils. At that time, only 4 percent of the reporting districts were using merit plans for teachers, another 4 percent were considering initiating merit pay plans, and 8 percent (239 school districts) reported that they had tried merit pay for teachers but had abandoned it.

Why Merit Pay Plans Have Failed (Robinson, 1983)[33]

° Unsatisfactory evaluation procedures were clearly and distinctly the central problem. Experiences such as these were reported:

- difficult to determine who deserved extra pay
- not enough data to support evaluation
- no assurance that ratings were accurate
- subjective evaluation
- inconsistency among evaluators
- no satisfactory instrument for evaluation
- impartial ratings impossible

° Created administrative problems

- difficulties in administering
- changes in school system leadership or philosophy
- too heavy a burden on limited number of administrators
- too much record keeping
- plan too complicated
- plan lacked sufficient structure
- parents wanted children taught by "superior" teachers
- plan made no difference in teaching performance

° Created staff dissension

- teacher morale suffered
- friction among staff members occurred
- created jealously and charges of favoritism
- emphasized individual performance at the expense of cooperative team work
- opposition of teachers
- opposition of teacher unions

° Restrictive artificial cutoffs

- arbitrary cutoffs illogical
- quota system froze out opportunity for younger teachers

° Inadequate financial incentive

- lack of funds
- too expensive
- incentives too low to make plan work
- plan dropped after a negotiated increase in salary schedule
- plan negotiated out of budget by teacher union and funds for it added to base pay

- Initiated without consent of teachers
- Lack of definition of superior results
- Inability to measure results

Criteria for Successful Pay Plans (Robinson, 1983)[33]

From the cumulative experience of over three-quarters of a century, involving many attempts to establish and maintain merit pay or incentive plans for teachers, criteria for developing incentive pay plans for teachers that would appear to have a reasonable chance of success include the following:

- Effective evaluation procedures
- Administratively workable
- Board and management commitment
- Staff involvement in program development
- Promotes teacher satisfaction
- Adequately financed
- Available to all who qualify
- Plausible definition of superior performance
- Valid measures of results
- Assessment measures objectively and consistently applied
- Promotes increased learning

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TEACHER EVALUATION[33]

Effective procedures for evaluating teaching performance are essential to the successful operation of merit or incentive pay plans for teachers.

CONVENTIONAL EVALUATION BASED ON INPUT FACTORS

Research shows that conventional evaluation procedures are almost universally based on process or input factors. Typically, these process or input factors are contained in a checklist type instrument used by the evaluators to rate the teacher on items such as:

- Knowledge of subject matter
- Preparation and planning
- Use of instructional techniques
- Classroom management
- Use of oral and written English
- Pupil-teacher relationships
- Staff relations
- Public relations
- Professional attitudes
- Professional growth

These items are all process or input oriented and do not include any results or output measures of student learning. A basic reason for failure in merit pay plans has been that conventional process or input oriented evaluation procedures, as they were applied, did not prove to be satisfactory in determining which teachers were superior in performance and deserved merit pay awards.

OUTPUT MEASURES OF PRODUCTIVITY

Some results or output measures related to student learning that might be used in evaluation procedures to determine superior productivity by teachers include:

- criterion or objective referenced tests of student learning
- content mastery tests
- skills performance tests

- attitude modification indicators
- behavioral change indicators
- difficulty of learning indicators
- number of students taught
- volume of content taught
- time spent in learning

EVALUATION BASED ON INCREASED EDUCATIONAL PRODUCTIVITY

A superior teacher is one whose productivity is outstanding. Compared to the standard productivity of typical teachers, superior teachers can teach:

- more content
- more skills
- better comprehension
- better attitudes
- to more students
- to more difficult learners
- in less time

Superior teachers produce more than typical teachers in various combinations of these productivity factors.

TEACHER-INITIATED PROPOSALS

Teacher-initiated and teacher-designed proposals for increasing educational productivity and for objectively measuring the success of the plan could include one or more of the following objectives:

- To increase student learning as measured by significant increases in scores on objective tests of student achievement, content mastery, comprehension, or skills development in specific learning areas
- To improve student attitudes or behavior as measured by changes in attitude or behavior indicators
- To increase learning of students with specific learning or behavioral difficulties as measured by appropriate tests
- To increase productivity by teaching more students while maintaining or increasing achievement test scores
- To increase productivity by teaching the same content or skills in less time while maintaining or increasing achievement test scores

. To increase productivity by teaching additional content as measured by student learning examinations

GROUP INCENTIVES

In developing incentive plans to increase the educational productivity of teachers, the possibility of group incentives should not be overlooked. Some researchers have suggested that when incentives to increase performance are provided on a group basis--such as the faculty of a specific school to increase its productivity or the teachers in a subject matter department of a school to increase their productivity--the incentives can perhaps be more effective than when provided only on an individual teacher basis.

THE MERIT PAY TASK FORCE REPORT [27]

The Congressional Task Force on Merit Pay was appointed in July of 1983 by Representative Carl Perkins, chairman of the House Committee on Education and Labor, to study performance-based salary systems and prepare a report for the House Committee. The 21 member task force was chaired by Representative Paul Simon from Illinois.

The Merit Pay Task Force completed the study in October concluding that the quickest way to improve education is to upgrade the teaching profession. The report acknowledges that merit pay offers one way to achieve that goal, but emphasizes that it is only one of the steps needed to achieve a better educational system.

The Task Force formulated 13 recommendations. These were:

* School districts and states must raise the basic pay of teachers.
* The pay of starting teachers must receive immediate attention. Higher pay for beginning teachers should be accompanied by higher state-imposed standards for those entering the profession.
* Despite mixed and inconclusive results with performance-based pay in the private sector and in education, the Task Force supports and encourages experiments with performance-based pay.
* College and university presidents and trustees should consider the level of institutional support given to their departments of education and increase the percentage of the budget that is directed to teacher education.
* School districts should devote at least three percent of their budget to faculty growth and development.
* The Federal government should inaugurate an expansion of the summer institutes and other inservice training opportunities for educators that are now part of the science-math-foreign language bills pending in the Senate and passed by the House.

* School districts should institute a system of sabbatical leaves for educators.

* A scholarship program available to the brightest high school graduates should be inaugurated by the Federal government.

* A talented teacher fellowship program should be inaugurated by the Federal government, to begin in 1985.

* School districts should regularly and carefully evaluate administrative personnel.

* Experimentation in organizational styles for school districts and schools should be undertaken to improve the work environment for teachers.

* Federal research agencies and bodies should make grants to several independent educational research organizations or individuals for the purpose of developing objective criteria and teacher performance evaluation models that could be used to implement performance-based pay systems.

* Action must be taken to address school discipline and violence problems.

EXPRESSED OPINIONS ON MERIT PAY

Surveys

The timing for merit pay to appear on the scene appears to have been orchestrated by a master planner. The 1983 Gallup Poll reported that 61 percent of the public favor paying teachers based on performance. A poll conducted by Newsweek magazine reported 80 percent of the general public supported merit pay. A survey by the American Association of School Administrators indicated that 80 percent of the superintendents are in favor of merit pay. However, only 16.4 percent of the 1215 superintendents responding said they had been involved in the implementation of a merit pay plan. In a survey conducted by the American School Board Journal, a clear majority of the classroom teachers--62.7 percent--agreed that teachers should be paid according to how well they perform in the classroom.

American Federation of Teachers

Teacher unions are shifting from hostility to listening to the national debate on merit pay and being willing to talk. The idea of merit pay appeared to gain a degree of respectability among the delegates of the last convention of the American Federation of Teachers. AFT has drafted guidelines for merit pay plans. To receive their endorsement, they must include the following:[28]

- it should have as a fundamental, a higher base pay for all teachers.
- evaluation cannot be left solely to principals and supervisors who have traditionally made subjective judgments about teacher competence based more on favoritism and patronage than merit.
- new evaluation patterns should be negotiated and must offer protections against subjectivity and local school politics.
- those who do not receive extra pay should suffer no loss of tenure, job security or status.
- decisions to grant additional pay must be subject to appeal and review procedures that are fair and objective.

- any financial rewards offered must be part of a plan committed to improving the conditions and pay of teachers who function in classrooms, and not simply result in adding new layers of administration.
- the possibility of applying for and receiving additional pay above a basic salary should be open to all applicants voluntarily. It should also be actually awarded to substantial proportions of the teaching force.
- once additional compensation is made, it should not be subject to diminution.
- evaluation criteria should reflect the complexity of all the factors contributing to teacher and student success. Any simplistic efforts to measure teacher success using student achievement scores should be opposed.
- even if the above criteria are met, conditions vary locally and in different states. Therefore, such plans should not be adopted unless they are acceptable to teachers through collective bargaining or other actions.

National Education Association

The National Education Association identified criteria for a plan to retain and reward excellent teachers. An acceptable plan:[28]

- is not in lieu of competitive entry-level salaries in the professional marketplace.
- provides a career ladder that rewards instructional competence without removing excellent teachers from the classroom.
- delineates responsibility for its implementation and adequately trains administrators to identify and assess effective teaching techniques.
- is developed in consultation with the appropriate teachers' organizations in the case of state plans, and provides for local adaptation and implementation through involvement of the local teachers' organization.
- promotes cooperation, equity and harmony in the workplace and is not intrinsically divisive--pitting teacher against teacher or teacher against administrator.

. has a selection process free from arbitrary or capricious political whim and recognizes academic freedom as the foundation for professional practice.
. provides the opportunity for career development for all teachers through a progressive "career-ladder" concept... as opposed to the pyramid approach whereby only a predetermined small percentage of teachers can become designated "master" teachers.

American Association of School Administrators

The American Association of School Administrators Executive Committee adopted a position statement on merit pay to provide a basis for district and building level discussions on the issue. The position statement is as follows:[42]

The American Association of School Administrators believes that professional compensation programs should be constructed to incorporate the following three goals:

1. At the entry level, salaries should be established at a sufficiently high level to attract people from the top one-fourth of those choosing vocations requiring at least a bachelor's degree.
2. The plan must be sufficiently competitive to hold a fully competent professional staff. (Those who are presently in the teaching force who do not meet standards of competency for teaching should be given reasonable assistance over a reasonable period of time to attain that competency. Failure to achieve competency should result in dismissal).
3. In order to assure success in the long term, a merit program should include these principles:
   . The program should be open to all competent professionals who wish to compete despite length of service with the school or district.
   . A range from 5 percent to 20 percent above salaries paid to similar competent professionals should be established for merit. A similar standard is used to a great extent in business and industry.

- Evaluations should be based on measurable demonstrated ability to use know-how and problem-solving skills to improve performance of students.
- Sufficiently wide political support will be necessary to attain the level of public funding needed. That support will flow from a public perception that student performance meets public expectations.
- Those who will be affected should be involved in the development of the plan. These groups include:
  1. Those who may participate in and benefit from the plan (e.g. teachers)
  2. Those who will implement and operate the plan (e.g. administrators)
  3. Those who will financially and politically support the plan (e.g. parents, school board, business, and community).

HOW MUCH WILL IT COST?

Counting the cost of alternative salary plans is a common activity at both the state and local levels. Until the base salary is raised to a competitive level, the implementation of any alternative plan will be ineffective. States and local school districts are searching for funding sources to increase the base salary and then provide some form of alternative payment plan above the base.

Texas Governor Mark White is considering a $2.4 billion "working draft" of public school reform with $600 million for teachers' salaries. The proposed bill calls for starting teachers' pay at $1,520 a month, compared to the present $1,111. A four-step career ladder is also proposed whereby teachers may obtain an additional $2,000 bonus for each level they advance after they pass special examinations and meet certain criteria.

The 1982-83 Educational Research Service survey[13] reported that the average annual payment awarded teachers for merit pay was $1,064 for 1982-83. Payments ranged from $200 to $5,000. The Dalton School District in Georgia, which has many years of experience with merit pay, averages about 10 percent per teacher. One expert says merit pay should be at least 3 percent of base pay or the program probably is not worth its administrative time.[29]

ANALYSIS OF ALTERNATIVE SALARY AND INCENTIVE PLANS

Over 100 alternative salary and incentive plans from 17 states were analyzed to determine the factors that influenced their success or failure. From the survey, 38 salary programs that are in the final planning stage or are currently in operation by a local school district were selected for this study. Programs recently mandated by state legislation are also included for review.

The analysis of programs begins with an assessment of the salary schedule and plans for additional pay in the Tyler Independent School District. Following the Tyler analysis, programs from other school districts and states are outlined and categorized by program design. The following categories are included:

- Merit Pay by Bonus Payment
- Merit Pay by Increment
- Incentive Pay Plans
- Incentive Plans - Awards Limited to Professional Use
- Extra Pay for Extra Duties
- Master Teacher Plans
- Career Ladders
- State Initiatives

Most school districts actually use combinations of the above designs, but attention is focused on the primary salary programs available beyond the base salary schedule and their major characteristics.

Entry into the programs is voluntary in a majority of the plans; teachers apply in order to participate in 18 of the programs and are recommended or nominated for 11 programs. The remaining 13 programs are compulsory and require the participation of the entire teaching staff.

Any award granted through a salary or incentive plan hinges on an effective evaluation system or objective criteria clearly stated. The sections entitled, "Selection" and "Criteria" briefly outline how participants are selected and the criteria for selection. Even though an appeal procedure is recommended by the literature on merit pay, only 9 of the 42 plans in this study have provisions for appeal.

The current district plans use local funds for awards. The states are presently appropriating funds as a result of the reform movement, and these funds will be used to implement programs at the local level in the future.

Awards range from $100 to $6,000 in the selected studies. In some cases increments are withheld or previous increments are deducted based on evaluations. The average amount of the awards granted by the 42 programs in this study is $1,329. According to the ERS study, approximately 25% of the faculty receives awards.[13]

Several districts place dollar limits on the programs, but this has proven to be a disadvantage. If funds are not available for everyone selected for an award, it can be disastrous to the program.

The strengths and weaknesses listed for each program are those identified by the program directors. This information was solicited by ERS in their survey. They reinforce the listings in

the section "What Research Says" on why programs succeed and why programs fail.

Since this analysis of salary and incentive plans is a study document, the programs that are included were selected because of unique and effective characteristics (both positive and negative) that should be taken into consideration as decisions are made for the future. The plans were categorized by program design in order that the purpose, structure, direction, and outcomes of each one may be studied in detail. One design, several designs, or a combination of programs may be appropriate for this district, but a thorough understanding of each design is necessary for all involved as long-range plans are formulated and critical decisions are made that affect the lives of a vast number of committed professional educators.

SALARY PLANS IN THE TYLER INDEPENDENT SCHOOL DISTRICT

The fundamental belief that excellence in teaching should be rewarded has initiated alternative payment plans in the Tyler Independent School District. Merit pay per se has been viewed as inappropriate, but the recommendations made by the major educational studies bring alternative salary plans back around for another review.

The current belief that merit pay is now a viable option necessitates a thorough assessment of current alternative salary programs for planning purposes. An analysis of the local teacher salary schedule and monetary programs available beyond the base salary are included.

Salary Schedule

The Tyler Independent School District salary schedule for teachers has the state salary scale as the basic structure. The local increment above the state salary is paid to each teacher on pay grades 7, 8, and 9. The step increments are based on the state index and are tied to years of experience. The increments are to the advantage of the career teacher.

Beginning teachers serve in a probationary status for two years and are granted a two-year term contract after receiving satisfactory evaluation based on classroom performance.

The average salary for the 461 teachers with a bachelor's degree (pay grade 7) is $17,688. The average salary for the 478 teachers with a master's degree (pay grade 8) is $21,860. The salaries for the 147 teachers who are paid an additional increment for extra duties average $21,998. The average annual salary of all teacher categories is $21,658. A breakout of pay grades 7, 8, and 9 of the Tyler teachers' salary schedule is on the following page.

TYLER INDEPENDENT SCHOOL DISTRICT SALARY SCHEDULE

	NO. OF TEACHERS	AVERAGE SALARY	RANGE OF STATE SALARY	RANGE OF TISD INCREMENT	RANGE OF TOTAL SALARY
Bachelor's Degree Pay Grade 7	461	$ 17,688	$ 11,110 - 19,620	$ 1,802 - 3,183	$ 12,912 - 22,803
Master's Degree Pay Grade 8	478	21,860	11,880 - 21,520	2,003 - 3,604	13,883 - 25,124
Doctor's Degree Pay Grade 9	3	25,425	12,090 - 22,600	2,028 - 3,774	14,118 - 26,434
District	942	21,658	11,110 - 22,600	1,802 - 3,774	12,912 - 26,434

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Supplemental Payment Plans

Opportunities to provide supplemental funds exist in three areas: 1) extra pay for extra duties (both supervisory and instructional), 2) professional growth credit, 3) and incentive programs.

Extra pay for extra supervisory type duties include one or more additional increments on the salary scale. The duties consist of coaching athletes, and sponsoring drama clubs, drill teams, cheerleaders, band, choral, debate, yearbook and school newspapers. Department chairmen are provided additional funds above the base salary and given release time also.

Extra pay for extra instructional type duties include curriculum writing, creating subject area tests, writing and/or editing curriculum guides, and developing instructional materials. Payment is determined by the number of hours worked. Summer school and adult evening school provide additional job opportunities for teachers. A variety of course offerings are available at both the elementary and secondary levels. These salaries are also computed on an hourly basis.

Approximately 30% of the teachers have another job in addition to teaching. Job opportunities with the Tyler Independent School District include driving a bus, maintenance work during the summer months, and various activities associated with athletic events.

Tyler encourages attendance to professional meetings by paying registration fees and expenses for teachers. Summer workshops and professional conferences are attended by several teachers with all expenses paid. Substitutes are available for release time funded by the district.

The professional growth program is an incentive for continued professional involvement. Inservice activities are provided on a regular basis for teachers to earn district credits. Teachers are also reimbursed a portion of the registration fee every five years for in-field college courses.

MERIT PAY PLANS—BONUS

13

SOURCE: Arizona, Avondale
Agua Fria High School

Enrollment: 1,350 Staff Involved: 14 out of 74

Initiated: 1982 Duration: Two Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Teachers apply

Selection: Reviews of teacher performance are made by multiple evaluators from the professional staff.

Criteria:
- Input: Knowledge of subject, Class participation, etc.
- Output: Student attendance, Student behavior, etc.
- Other: Professional involvement, Extracurricular involvement

Appeal Procedure: None

AWARDS: $450 Standard Bonus Cost: $6,300

Dollar Limit: Yes Funding Source: Local

Total amount is predetermined and divided by number selected.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
All teachers may apply. Gives financial awards and recognition to the teachers who perform at the highest level.	Negative effect on staff morale because some teachers who were not selected sincerely believed they should have been.

COMMENTS: This is a typical merit pay program. Teachers may choose to become involved.

SOURCE:[13] California, LaFayette # 5
Acalanes Union High School

Enrollment: 5,000 Staff Involved: 50 out of 250

Initiated: 1972 Duration: 11 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Compulsory

Selection: Reviews of teacher performance are made by multiple evaluators from the professional staff.

Criteria: Typical teacher evaluation criteria

Appeal Procedure: Yes

AWARDS: $1,400 Standard Bonus Cost: $70,000

Dollar Limit: No Funding Source: Local

PROGRAM EVALUATION:

Strengths:

Involves teachers, building administrators, and central office personnel equally.

Weaknesses:

COMMENTS: Typical merit pay program.

SOURCE:[13] Colorado, Englewood # 8
Cherry Creek School District

Enrollment: 22,000 Staff Involved: 61 out of 1,250

Initiated: 1975 Duration: 9 years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Teacher applies voluntarily

Selection: The building principal has the major responsibility for evaluating the teacher's performance. Other evaluators may be used. Teacher and principal review criteria and evaluate cooperatively.

Criteria: Input type evaluative criteria is used (professional preparation, knowledge of subject, etc.) The criteria has a degree of flexibility.

Appeal Procedure: None

AWARDS: From $1,040 to $1,247 Average: $1,196 Cost: $73,000

Dollar Limit: No Funding Source: Policy Statement

A payment of 2% for exemplary performance during the preceding school year (will be) based on the evaluation of criteria cooperatively by building principal and teacher pending guidelines cooperatively developed by teaching staff and administration for districtwide application.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Voluntary nature of the plan Flexibility of the criteria	Occurrence of some inconsistency in the evaluation of teachers by building administrators.

COMMENTS: Additional information is needed.

SOURCE: 14 Connecticut, Lebanon # 11
Lebanon Public Schools
Enrollment: 1,335
Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: All teachers submit two plans:
1) A performance objective for groups of students. (The teacher describes a "target" group, what is to be learned, content area, method of measurement, time span, and proficiency level expected for achievement.)
2) A process objective describes the strategies or procedures to be used by the teacher in carrying out instruction.

Selection: The staff is ranked according to total points earned.

Criteria: Evaluation summary consists of three parts:
Part A (200 points) is a rating of the performance objective by the principal and each teacher.
Part B (200 points) is a rating of the process objective by the principal and each teacher.
Part C (500 points) is the job description rating submitted by the principal after review with each teacher.

Appeal Procedure: None

AWARDS: 1st year contract $500 maximum bonus; 3rd year contract $900 maximum bonus.
The merit provision does not increase teacher salaries permanently, nor does it change a teacher's step on the salary scale.
Teachers not receiving merit pay receive a standard step increase of 2%. Most of the 6 to 7% across-the-board salary increase monies were placed in a fund toward teachers who achieve stated goals.

PROGRAM EVALUATION: An evaluation was not included.

COMMENTS: Details are included in the contract that may be beneficial.
See #11 in the research file.

SOURCE: 13,14 Iowa, Marion #16
Linn-Marr Community Schools

Enrollment: 3,300 Staff Involved: 7 out of 182

Initiated: 1978 Duration: 6 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus (One-year increment)

Entry: All teachers are evaluated.

Selection: Single evaluators are used.
New teachers are evaluated first two years and then every third year.
Typical evaluation procedures are used - pre-evaluation conference, written evaluation completed after at least two 30-minute observations, post-conference.
Two evaluation cycles per year are required.
Building principal or supervisor recommends teachers for increment based on outstanding performance.

Criteria: Typical input type criteria are used.

Appeal Procedure: None

AWARDS: $951 Standard Merit Pay

PROGRAM EVALUATION:

Strengths:
Rewards and recognizes quality teaching
Supported by both the board and the bargaining unit.

Weaknesses:
Lack of money available to fund the program.

COMMENTS:

13,14

SOURCE: Massachusetts, Amherst # 17
Amherst-Pelham Regional School District

Enrollment: 3,817 Staff Involved: 12 out of 275

Initiated: 1974 Duration: 10 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Nominations may be made by any member of the staff, parents, or students.

Selection: Names are submitted to the principal who forwards them to the superintendent. The superintendent submits names to a Screening Committee of which he is a member. Recommendations may be collected for each nominee from other staff, parents, or students. The Screening Committee forwards nominees to each school committee. The School Committees inform the nominees of their selection.
Names of the merit award recipients and the reasons for the awards will be made public via a formal announcement and a press release.

Criteria: Merit awards are granted to teachers who consistently demonstrate excellence in providing instructional services to school district children and who make significant professional contributions beyond those outlined in the teacher position description, which benefit school district children.

Appeal Procedure: None

AWARDS: Between 6 and 12 awards at $800 each.

PROGRAM EVALUATION:

Strengths: Weaknesses:

Provides recognition of superior teachers at a public award ceremony.

COMMENTS: This is the only program that recognizes teachers in a public ceremony and before the press. The other extreme is the program that holds the names in strict confidence.

SOURCE:[13] Pennsylvania, Millersville #28
Penn Manor School District

Enrollment: 4,000 Staff Involved: 25 out of 215

Initiated: 1983 Duration: One Year

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Nominations may be submitted by self, peer, supervisor or administrator based on criteria.

Selection: Nominee submits self-evaluation and list of personal accomplishments.
Committee of three, including principal, reviews applications.
Names are submitted to Merit Bonus Committee.
Committee members observe nominee and study files.
Committee submits names to Board for approval.

Criteria: Teachers are evaluated on the following categories:
Quality of planned instruction
Effective implementation of planned instruction
Command of subject area
Effective student motivation
Communication skills
Resourcefulness and adaptability to change
Involvement in total school program
Rapport with others

Appeal Procedure: None

AWARDS: $1000 Bonus Cost: $25,000

Dollar Limit: Yes

PROGRAM EVALUATION:

Strengths:

Weaknesses:

Winners were announced publicly.
Funds were not available to award all 58 who were identified. Only 25 received the bonus.
The program was divisive.

COMMENTS: Genck's quote: "Unless you plan carefully and include your entire teaching corps in an evaluation plan that it helps develop--your merit pay plan is doomed to failure."

SOURCE: 4,13,14 Texas, Bryan #32
Bryan ISD

Enrollment: 10,200 Staff Involved: 152 out of 533

Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus the first year; increment added to salary.

Entry: Principals may nominate up to 30 percent of their faculties to be considered for merit pay.

Selection; Nominees are evaluated on performance. Final approval will be made by a committee composed of the principal, superintendent of schools, directors of instruction and personnel.

Criteria: The typical evaluation form is used.

Appeal Procedure: None

AWARDS: $1000 Standard Bonus Cost: $169,752

Dollar Limit: $175,000 Funding Source: Local

PROGRAM EVALUATION:

Strengths:

Teachers involved in development plan.
Identifies and recognizes outstanding teachers.
Evaluators are trained.
Local tax funds are used efficiently.
Principals function as instructional leaders.

Weaknesses:

Limits rewards to 35% of faculty.

COMMENTS: Forms available.

SOURCE:[20] Texas, San Antonio #37
Northside ISD

TARGETED GROUP: Teachers, administrators, and support personnel

PROGRAM DESIGN: Merit Pay - Bonus

Entry: Written nominations are presented to the superintendent by any student, patron, teacher, supervisor or administrator.

Selection: Selection is made by a 7 member committee.
After the initial screening of nominees, the committee shall:
a. conduct personal interviews with each finalist
b. consult with his/her principal or other immediate supervisor to confirm the quality of performance, and
c. make on-the-job visits, where appropriate, to observe the employees in action.

Criteria: Five years of service to district
Distinguished Achievement Awards are given in the following areas:
1. classroom instruction
2. student relationships
3. school administration or instructional support service

AWARDS: $4,000 Cost: $40,000
A watch
Certificate

PROGRAM EVALUATION: Program evaluation was not included.

MERIT PAY PLANS—INCREMENT

SOURCE:[14] Connecticut, Bristol # 9
Bristol School District
Enrollment: 10,692
Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: Teachers apply, submitting evidence that criteria are met. Only teachers who have been employed 20 years (15 of which are in Bristol) and are members of the union are eligible.

Selection: A committee of six with equal representation from the teaching staff and administration reviews all requests.

Criteria: Educational Advancement
Experience beneficial to Teacher as a Professional
Research and Writing of a Professional Nature
Participation in Special Programs and Committee Work
Creativity in Teaching
Leadership in Professional Organizations
Involvement in Non-Paying School Related Activities
Community Service
Teaching Effectiveness

Appeal Procedure: Yes, two levels

AWARDS: $150 increment above the maximum for which the teacher is eligible.
Longevity pay based on professional growth.

PROGRAM EVALUATION: An evaluation was not available.

COMMENTS: A comprehensive list of professional growth activities is included in the document for consideration.

SOURCE:[13,14] Connecticut, Glastonbury # 10
Glastonbury Public Schools

Enrollment: 5,700 Staff Involved: 35 out of 325

Initiated: 1967 Duration: 16 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Double Increment or Honorarium (Bonus)

Entry: Teachers are recommended with the endorsement of two supervisors, one of whom is a school administrator.

Selection: The recommendation must have a minimum of four observations noted; two from the classroom setting. The recommendations are submitted to the superintendent who distributes them to the administrative-supervisory staff. Selection is by secret ballot with a 75% positive vote from the staff present at the meeting. Names are submitted to the superintendent.

Criteria: Teacher demonstrates outstanding performance detailed on job description.
Teacher selects objective and follows plan of action that demonstrates professional effectiveness and growth.
Teacher makes significant contribution to school, department, system or educational field.

Appeal Procedure: None

AWARDS: From $250 to $2,040 Cost: $20,000 Average: $560

Dollar Limit: None Funding Source: Local Funds Negotiated

Double salary increment awarded teacher below maximum salary.
Non-continuous honorarium (bonus) awarded teachers who have reached the maximum on the salary scale.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Rewards outstanding teachers	Causes morale problems

COMMENTS:

SOURCE: [6] Georgia, Dalton #12
Dalton Public Schools
Enrollment: 4,207 Staff Involved: 262

TARGETED GROUP: Teachers and administrators

PROGRAM DESIGN: Merit Pay: Salary Increment

Entry: All teachers are evaluated.

Selection: Three evaluation documents are used:
1. Teacher Appraisal Summary
2. Performance Record of Observation
3. Professional Growth Document
The principal submits a ranked list of teachers.
The ranked list is used to determine the amount of local supplement increase each teacher will receive.
The superintendent allocates funds to each school to assure continuity of evaluation and equity.

Criteria: The teacher is evaluated by the principal on the Teacher Appraisal Summary with ratings from outstanding to unsatisfactory. The competencies are detailed under the following: Plans Instruction, Communicated with Learners, Reinforces and Encourages Learner Involvement in Instruction, Manages Classroom Interactions, etc.

Appeal Procedure: Yes

AWARDS: Salary increments are based on certification level and performance. Bachelor's range from 0 up to $300, Master's from 0 to $375, and Specialist from 0 to $450. Averages are $200, $275, and $350 respectively.

Dollar Limit: Is determined in the budget each year. Funding Source: Local

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PROGRAM EVALUATION: An evaluation was not included.

COMMENTS: Administrators are rewarded under the same system.

Kramer, Jerome, "Yes, Merit Pay Can Be A Horror, But a Few Systems Have Done It Right," American School Board Journal, September 1983.

SOURCE: 14 Illinois, Belleville #13
Signal Hill School District #181

Enrollment: 391

Initiated: 1977 Duration: 6 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: Not stated

Selection: The district has a five track salary schedule:
Track I - B.S.
Track II - B.S. and 24 semester hours
Track III - M.A.
Track IV - M.A. and 16 semester hours
Track V - Specialist

Criteria: A teacher may advance from Track I to Track II if the teacher's service to children is considered by the Board of Education to be at a high level of performance; his contribution to the system in addition is beyond what is expected of teachers, and he has earned 10 semester hours of undergraduate work beyond his B.A. Degree that have been approved by the Superintendent.
To advance from Track III to Track IV: After a teacher has secured his Master's Degree, he can again be considered by the Board of Education to be moved to the next Track if his service to children is considered to be at a high level of performance, and his contribution to the system in addition is beyond what is expected of teachers.

AWARDS: Information not included.

PROGRAM EVALUATION: Program evaluation not included.

COMMENTS: Limited information.

SOURCE:[13] Illinois, Evanston # 14
Evanston School District #65

Enrollment: 6,272 Staff Involved: 11 out of 431

Initiated: 1966 Duration: 18 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: All teachers are evaluated for merit pay.

Selection: Teachers may select either single or multiple evaluators. Teachers are evaluated on performance.

Criteria: Input: Knowledge of subject
Preparation, etc.

Output: Student attendance
Student behavior, etc.

Appeal Procedure: Yes

AWARDS: From $1,225 to $3,677 Cost: $20,000 Ave.$1,839

Dollar Limit: None
The amount awarded an individual teacher is determined by the teacher's placement on the salary schedule.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Greater rewards are provided superior teachers. Peer and principal involvement in the evaluation process	Major problems are ensuring continued superior performance after a merit raise is granted and the higher cost for those teachers previously granted a merit increase.

COMMENTS:

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SOURCE:[14] Missouri, Chesterfield Parkway School District #20

Enrollment: 24,000

Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: Teachers are recommended for rendering outstanding service.

Selection: Not included

Criteria: Outstanding service

AWARDS:

Two step salary increases may be recommended for teachers with more than one year of Parkway experience. Teachers are limited to three two step increases while moving through the regular salary schedule and shall receive no more than one two step increase during any two consecutive years. Initial placement on Level I and movement to Level II of the extended schedule may be recommended for teachers rendering outstanding service. A teacher shall not advance or regress more than one level on the extended schedule during any two consecutive years.

	Step on Schedule	Channel I	Channel II	Channel III	Channel IV	Channel V
	1	9375	9775	10075	10075	10075
	2	9775	10175	10575	10575	10575
	3	10175	10575	11075	11075	11075
	4	10575	10.75	11575	11875	12175
	5	10975	11375	12075	12375	12675
	6	11275	11675	12575	12875	13175
	7	11575	11975	13175	13475	13775
	8	11875	12275	13775	14075	14375
	9	12175	12575	14375	14675	14975
	10	12475	12875	14975	15275	15575
	11	12775	13175	15575	15875	16175
	12	13175	13575	16175	16475	16775
	13			16775	17075	17375
LEVEL	I	13425	13825	17625	17925	18325
LEVEL	II	14025	14425	18225	18525	19125

I Bachelor's Degree
II Bachelor's Degree + 15 Graduate Hours
III Master's Degree
IV 45 Graduate Hours Including Master's Degree
V 60 Graduate Hours Including Master's Degree

Teachers remaining on Step 12 and Levels I & II of Channels I and II, Step 13 and Levels I & II of Channels III, IV and V in 1977-78 will receive a one time additional $400 payable on September 25, 1977.

SOURCE: [14] Missouri, Kansas City Center School District #58 #21

Enrollment: 4,120

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

MERIT PAY SALARY SCHEDULE ATTACHED

Salary Schedule for Teachers

APPROVED
March 21, 1977

CODE & TRAINING	YEARS OF EXPERIENCE																
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	
A-Doctor's Degree	(12556-13067)	(13072-13583	13588	14104	14620	15136	15652	16168	16684	17200	17716	18232	18748	19264	19780	20296**	20320 20930
B-Specialist Degree or *32 grad.hrs.	(11524-12035)	(12040-12551)	12556	13072	13588	14104	14620	15136	15652	16168	16684	17200	17716	18232	18748**	18770 19333	
C-Master's Degree + 20 grad.hrs.	(11008-11519)	(11524-12035)	12040	12556	13072	13588	14104	14620	15136	15652	16168	16684	17200	17716**	17737 18269		
D-Master's Degree + 10 grad.hrs.	(10492-11003)	(11008-11519)	11524	12040	12556	13072	13588	14104	14620	15136	15652	16168	16684**	16703 17204			
E-Master's Degree	(9976-10487)	(10492-11003)	11008	11524	12040	12556	13072	13588	14104	14620	15136	15652**	15670 16141				
F-Bachelor's Degree + 20 grad.hrs.	(9460-9885)	(9890-10315)	10320	10750	11180	11610	12040	12470	12900	13330	13760**	13776 14190					
G-Bachelor's Degree + 10 grad.hrs.	(9030-9455)	(9460-9885)	9890	10320	10750	11180	11610	12040	12470	12900**	12915 13302						
H-Bachelor's Degree	(8600-9025)	(9030-9455)	9460	9890	10320	10750	11180	11610	12040**	12054 12415							

1. Full credit up to and including six years of previous teaching experience may be allowed.
2. Salaries of teachers regularly employed by the Board of Education for the ensuing year shall be based upon official evidence on file in the Office of the Superintendent by September 15.

* Graduate hours under salary code "B" must be approved and accepted toward a Doctor's Degree by an accredited college or university.

** Employees who do not advance on the schedule will receive an additional 5% of their 1976-77 salary exclusive of extra duty.

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The Center School District has established ranges of specific steps on its teachers' salary scale. The numbers in parentheses represent the actual amount within the ranges to be determined on the basis of merit. This concept became effective at Step I for 1976-77, to be expanded to Step II for 1977-78, Step III for 1978-79, Step IV for 1979-80, and Step V for 1980-81.

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SOURCE: 13,25 Missouri, St. Louis Ladue School District #22

Enrollment: 3,200 Staff Involved: 245

Initiated: 1953 Duration: 30 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: All teachers are evaluated for increment.

Selection: Teachers are evaluated on an extensive list of competencies.
Teachers may earn up to 15 points worth $300 each.
Three salary schedules are available: I is for beginning teachers and II and III are provided at a higher scale based on seniority and educational level.
The principal makes the final decision in the evaluation process, but other evaluators may be used.
Amount is determined by points obtained through evaluation.

Criteria: Effectiveness in:
1) Teacher-student interactions
2) Relations with colleagues, in contact with parents
3) Patrons and community
4) In curriculum development and professional involvement

Appeal Procedure: Appeal is made to the superintendent.

AWARDS: Range from $2,100 to $4,500 Average: $3,300

Dollar Limit: None Funding Source: Local
The amount awarded depends on the recommendations of the evaluators.

PROGRAM EVALUATION:

Strengths:

Contributes to improvement of instruction.
Relates salary to performance

Weaknesses:

COMMENTS: Details of program are available.

SOURCE:[13,14] New York, Schenectady Niskayuna Central #25

Enrollment: 3,600 Staff Involved: 200 out of 240

Initiated: 1958 Duration: 26 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: All teachers are governed by the merit system. Teachers may waive their right to continue in the merit system. (Voluntary)

Selection: Multiple evaluators are used in the evaluation of the teacher's performance.
Each one records up to two of three observations.
Salary adjustment results from evaluation.
Board has final approval.

Criteria: A checklist is used to rate teachers under the following categories:
1) Director of learning
2) Counselor and guidance worker
3) Mediator of the culture
4) Link with the community
5) Member of the staff
6) Member of the profession

Appeal Procedure: None

AWARDS: $1000 - $2000 range Average: $1500

Dollar Limit: None Funding Sourte: Negotiated local funds

When the maximum total adder is equivalent to the merit rating, the sum becomes a part of total salary.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Highly competent teachers receive more money.	Teachers disagree with the administrators' judgment on the ratings.

COMMENTS:

SOURCE: [14] Pennsylvania, Wayne #30
Radnor Township
Enrollment: 4,000
Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment and Bonus

Entry: All teachers are evaluated unless request for waiver is submitted.

Selection: The salary schedule is triple tracked. Teachers advance according to five satisfactory evaluations from the evaluation team. The team consists of the principal, a staff member selected by the teacher, and the superintendent.

Criteria: The tracks are grouped into three sets:
Track A is the first set of salary scales.
Track B is the second set. Transition from A to B is based on experience (6 years) and performance.
Track C is the third set. This track provides recognition for outstanding performance. A minimum of ten years experience is required; five years with the district.
Bonus or additional increment may be awarded at the discretion of the superintendent also.

Appeal Procedure: None

AWARDS: Track A $650; B $800; C $1000
Advance to B $1,450; Advance to C $1,800
Advance Degree $500

PROGRAM EVALUATION: Program evaluation was not included.

SOURCE: [14] Texas, Midland
Midland ISD

#36

Enrollment: 16,000

Initiated: 1977 Duration: 7 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increments

Entry: Teachers or coworkers may initiate application.

Selection: Application and supporting data are checked by the personnel office to verify college hours, years of experience, etc., and the information is forwarded to the Advisory Board.
The Advisory Board reviews the data and forwards recommendations for level placement.
Recommendations may include rejection of level advancement, extension at current level or advancement.

Criteria: Four levels of achievement with evaluation criteria designed for each level determines the teachers' status.

Level I - Bachelor's and/or Master's Degree
Lowest level of evaluative criteria

Level II - Master's Degree required and more difficult criteria

Level III - Master's Degree plus 15 graduate hours and advanced criteria

Level IV - Master's Degree plus 30 graduate hours and highest level of evaluative criteria

Criteria are leveled within each of the following categories: teaching skills
classroom and school environments
communications
interpersonal relationships
professional contributions

Appeal Procedure: None

AWARDS: Awards are not included.

PROGRAM EVALUATION: Program evaluation is not included.

SOURCE:[13] Virginia, King William # 38
King William County Schools

Enrollment: 1,600 Staff Involved: 9 out of 95

Initiated: 1982 Duration: 2 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Increment

Entry: Teachers who are eligible may apply.
Six baseline requirements must be met by applicants.

Selection: The principal forwards the application to the superintendent.
Applicant evaluation process is conducted during the school year.

Criteria: Minimum NTE scores of 475 in common areas and subject area.
Performance evaluation rating of 4.5 or better by an outside evaluation team appointed by the superintendent.
No absences with approved full salary deductions.
Three or fewer absences during evaluation process.
Three semester hours of college course work or three hours of district credit approved by the superintendent.

Appeal Procedure: None

AWARDS: $2,000 salary increment.

Dollar Limit: $25,000

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Attracts and retains excellent teachers	
Rewards excellence in teaching	
Promotes superior instruction	

INCENTIVE PAY PLANS

SOURCE:[13] Arizona, Yuma # 4
Yuma High School District #70
Enrollment: 2,100 Staff Involved: Total

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay: Increment

Entry: Teachers submit proposals to a committee

Selection: The committee submits recommendations to the superintendent.
The superintendent recommends teachers for salary increments to the Board.

Criteria: A total of 15 semester hours are required for advancement on the salary scale. Six of these may be district credit and the remaining nine must be college credits. District credit may be obtained by writing a proposal for credits to be awarded by attending workshops, community service, speaking activity, publishing an article, curriculum development, committee work, attending a conference, related job experience.

Appeal Procedure: Appeal may be made through the superintendent.

AWARDS: Salary increment
Base salary schedule provides annual increment

COMMENTS: Program administered by Classroom Teacher's Association. The committee is composed of four members: 2 appointed by the administration and two by CTA.

SOURCE: 5,13 California, Covelo # 7
Round Valley School District

Enrollment: 460 Staff Involved: 30

Initiated: 1979 Duration: Five Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay

Entry: All teachers are evaluated.

Selection: A total of 10 points may be earned.
Initiative - 4 points. Teachers design projects and carry them out.
Cooperative effort - 2½ points. Teachers work together in a group effort toward a common goal.
Principal's evaluation - 3½ points.
The principal evaluates teacher's performance.
Principal submits recommendations to an Evaluation Committee.

Criteria: Teacher initiative in developing an educational project.
Ability of teacher to work cooperatively to accomplish a common goal.
Principal's evaluation of teacher performance,(class performance, lesson plans, test scores, degree stated goals were obtained).

Appeal Procedure: Board specified that no grievance procedure be included in the contract before it was negotiated.

AWARDS: $280 per point, maximum $2,800 on a ten point system. It is possible to earn up to 15% to 20% of the total salary.

Dollar Limit: No Funding Source: Negotiated

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Teachers assisted in planning Additional duties due to teacher's choice and incentive Distributes power and increases effectiveness of each division. Names held in strict confidentiality.	

COMMENTS: The local school board is actively involved in the program. Eliminated lock-step salary structure. Program cited in literature several times.

SOURCE:[13] Illinois, Wyanet # 15
Wyanet School District #126 and #510

Enrollment: 330 Staff Involved: 2 out of 28

Initiated: 1978 Duration: Five Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Plan - Increment

Entry: Teachers enter plan voluntarily

Selection: Teachers advance an extra step on the salary schedule after completing 200 clock hours of approved "service credit."
The activities are evaluated by multiple evaluators. Service Credit includes service on curriculum committees, development of software, home visits outside the regular school day, time spent at home developing lessons or grading papers, time spent covering other teachers' classes during planning period.

Criteria: Completion of 200 approved clock hours of "service credit". Teachers do not have to earn 200 hours in one year, but can accumulate time over several years.

Appeal Procedure: None

AWARDS: $250 is added to the salary step permanently.

PROGRAM EVALUATION:

Strengths:

Calls attention to the fact that teachers go beyond the call of duty.
Provides recognition and reward for extra work on the part of teachers.

Weaknesses:

COMMENTS: Recognizes that teachers work extra hours.

36

SOURCE: Michigan #19
Port Huron School District

Enrollment: 12,000 Staff Involved: 658

Initiated: 1983 Duration: One Year

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay - Increment

Entry: Participation required to receive increment.

Selection: Teachers' annual increments, previously given for each year of service, will be awarded only to teachers completing a required amount of service and other extracurricular activities. Teachers must sign an agreement to become involved in the activities.

Criteria: Teachers must earn 20 points (5 for each activity) to receive increment. Activities include college course work, educational research, school club sponsorship, workshop attendance, leadership in educational organizations, etc.

Appeal Procedure: None

AWARDS: Increment is withheld if 20 points are not earned annually.

PROGRAM EVALUATION:

Strengths:

Weaknesses: (Union Spokesman)

Does not recognize excellence in the classroom.
Attempts to get extra work for free.

COMMENTS: From an article in the newspaper which quoted a union spokesman entirely.

SOURCE:[13] Nebraska, Kearney #23
Kearney School District

Enrollment: 3,563 Staff Involved: 9 out of 223

Initiated: 1978 Duration: 6 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay - Increment

Entry: Teachers apply for increment by submitting a letter of application to principal and the superintendent along with an assessment form. The applicants also submit evidence of professional growth and an original project.

Selection: Principal completes a form in consultation with the applicant and submits it to an Advisory Committee. Approval is granted by the Advisory Committee.

Criteria: Master's Degree
Completed questionnaire by the teacher.
Proposal detailing expected professional growth.
A one-year project relating to education that is original.

Appeal Procedure: Yes

AWARDS: $600 standard increment added to salary permanently.
Total cost negotiated. Funding Source: Local

PROGRAM EVALUATION:

Strengths:

Instilled professional pride.
Additional salary based on accomplishments.

Weaknesses:

COMMENTS:

SOURCE: [24] Nebraska, Omaha #24
Westside Community School System
Initiated: 1971 Duration: 13 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay

Entry: All teachers are eligible.

Selection: Teachers are placed in categories according to educational preparation, experience, and job assignment.

Category I - new teachers in first five years of teaching. Teachers automatically move a step each year based on satisfactory performance.

Category II - teachers who do not assume additional responsibilities or time. They receive a minimum guarantee and are eligible for incentive pay based on performance.

Category III - teachers who assume additional responsibilities: coaches, drill squad supervisors, debate coaches, etc.

Category IV - teachers with 20 additional contract days and extra responsibilities: department heads, curriculum leaders, etc.

Category V - teachers with 40 additional contract days.

Category VI - teachers employed for weekly or hourly assignments: summer school teachers or curriculum writing. (Teachers in other categories are eligible for placement in this category for summer work).

The process for determining incentive pay for each teacher is based upon the building principal's recommendation to the superintendent and a central office team. The final decision is made by the superintendent.

Criteria: Quality classroom teaching
Leadership
Additional responsibilities assumed
Professional growth
Total contribution to the school district

Appeal Procedure: None

#24
Continued

SOURCE: Westside Community School System
Omaha, Nebraska

AWARDS: Incentive pay is added to the regular salary and may increase and accumulate. It may be eliminated due to probationary conditions.

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Salaries are competitive Teachers are rewarded for excellent performance	

COMMENTS: Individual salaries are not published nor names of those receiving incentive pay. Either would be detrimental to the program according to the program director.

SOURCE: 9,13 Oklahoma, Seiling #27
Seiling Public Schools

Enrollment: 550 Staff Involved: 75%

Initiated: 1979 Duration: 5 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay - Bonus

Entry: Teachers voluntarily enter the program.

Selection: Awards are received if test scores exceed predetermined goals set for school and then by class as follows:

Elementary - Maximum $1000 per year
$500 if school excels
$250 if class excels in reading
$250 if class excels in math

Secondary - Maximum $1000 per year
$300 if school excels in reading
$140 for each section that excels in the subject or skill taught

Criteria: The amount of bonus received depends on the average gain in NCE points for all students in the school and average gain in each class taught.

Appeal Procedure: None

AWARDS: Range from $140 to $1000 Cost: $32,000 Ave. $850

Dollar Limit: Yes

A separate contract is signed that the bonus will not be carried forward as salary.

PROGRAM EVALUATION:

Strengths: Weaknesses:

Gain in NCE points range from 2.1 to 15.8 (0 gain is average)
More teachers remained with district.

COMMENTS: Designed on the philosophy that the goals should be better retention of teachers and better achievement by students, rather than extra pay for outstanding achievement which creates divisiveness among the faculty.

SOURCE:[8,13] Texas, Dallas
Dallas ISD

#33

Enrollment: 126,000 Staff Involved: Top 25%

Initiated: 1983 Duration: One Year

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay - Bonus

Entry: Schools qualify on the basis of student attendance and teacher attendance. Student attendance must either equal or exceed student attendance at the school the previous year, or equal or exceed the district's average for comparable schools. The teacher absentee rate must be less than five days or 10 percent less than the preceding year's median for the school.

Selection: Once a school qualifies on the basis of student and teacher attendance, the top 25% of those schools will then be selected on the basis of "exceptional" student achievement. Personnel must be full time professional or support personnel on the campus. Individuals must be evaluated as "successful." Professional personnel must be in attendance for at least 95 days.

Criteria: Meet the above specifications.

Appeal Procedure: None

AWARDS: $1,500 to $3,000 for professional personnel; $750 for support personnel. Cost: $550,000 to $650,000

PROGRAM EVALUATION: Evaluation not included.

SOURCE: 13,22 Texas, Houston #35
Houston ISD

Enrollment: 194,000 Staff Involved: 3,500 out of 9,500

Initiated: 1979 Duration: 5 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Incentive Pay - Stipends above regular salary.

Entry: Eligible teachers apply to principal for one or more stipends. Categories for stipends include:
1) Outstanding attendance $50-$500
2) Critical staff shortage $2000-math, science or bilingual
$700-1,000 special education
3) High priority location $2,000
4) Outstanding educational progress $800-$1,200
5) Unique campus assignments $450-$750
6) Professional growth-36 clock hours of district inservice-$150; 6 college course hours - $300-$400

Selection: To be eligible, teacher must meet the following criteria:
A. Have a valid teaching certificate or permit
B. Be assigned to a school
C. Be on pay grades 7, 8 or be a teacher with a doctorate
D. Have no score below 3 on last assessment
E. Have 5 or less days absent or an average of 3 most recent years
F. No unexcused absences
G. Be a full-time teacher

Criteria: Teachers are evaluated by performance criteria. By 1985, all 19,000 staff members must demonstrate proficiencies in their particular jobs.

Each program above has separate criteria for awarding pay.

Appeal Procedure: Yes

AWARDS: Individual awards are listed above. Range from $100 to $6,000. Average award: $900 Cost: $6,853,000 for teachers, $20,000 to administrators.

PROGRAM EVALUATION:

Strengths:
Utilizes quality control techniques.
Reduces number of vacancies, transfers and absenteeism of teachers.
Improved academic achievement.
Objective criteria for awarding stipends.
Willingness to modify plan in response to teacher concerns.

INCENTIVE PLANS—AWARDS LIMITED TO PROFESSIONAL USE

SOURCE: 13,16 Arizona, Tucson # 2
Catalina Foothills

Enrollment: 1,425 Staff Involved: 25 out of 86

Initiated: 1980 Duration: Four Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Merit Pay - Bonus (Limited to professional use)
Based on motivation-hygiene theory of Frederick Herzberg. Job satisfaction motivators are tied to work content and include achievement, recognition for achievement, intrinsic interest in the work, and growth and advancement.

Entry: Teachers are nominated by principals.

Selection: Nominees are evaluated by multiple evaluators from professional staff with the principal having the major responsibility.

Criteria: Input: Knowledge of subject
Class preparation, etc.

Output: Student test scores
Student attendance
Student behavior, etc.

Appeal Procedure: None

AWARDS: Available funds are apportioned equally among schools. The size of each award is determined by the principal's value of the nominee's teaching performance.

Average Award: $800 Cost: 0.6% of total teacher personnel costs to the district.

Range: From $80 to $1000 cash, expenses for professional growth activity or purchase of educational materials.

Dollar Limit: Yes, $20,000 Funding Source: Local

PROGRAM EVALUATION:

Strengths:
Rewards teachers who excel
Motivates excellent teachers

Weaknesses:
Causes dissension
Non-participants devalued
Caused morale problems
One principal ranked the staff and distributed it

COMMENTS: Variety of awards that appeal to intrinsic motivators. Amount of award commensurate with performance. Amount determined by principal.

SOURCE:[13] Arizona, Tempe # 3
Tempe Union High School

Enrollment: 6,900 Staff Involved: 8 out of 365

Initiated: 1983 Duration: One Year

TARGETED GROUP Teachers

PROGRAM DESIGN: Merit Pay - Limited to professional use

Entry: Teachers are nominated by faculty members and administrative staff to principal.

Selection: Two nominees are selected by the principal and recommended to the superintendent. Superintendent makes final decision.

Criteria: Classroom instruction and management
Outstanding contributions to the students, department, or school
Professional involvement

Appeal Procedure: None

AWARDS: $1000 Standard (No cash)
Recognition may occur among the following ways:
1. Expenses paid for attendance at a national conference
2. Expenses paid for a seminar
3. Purchase of classroom materials or equipment by the district

Dollar Limit: Yes Cost: $8,000

Funding Source: Current unencumbered monies in M&O

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Recognizes outstanding teachers. Serves as an incentive to other teachers.	Program not clearly communicated to entire staff before implementation.

COMMENTS: Focus on recognition and improvement of instruction. Funds invested in teacher expertise or materials to improve instruction.

EXTRA PAY FOR EXTRA DUTIES

SOURCE: [18] Texas, Garland #34
Garland ISD
Enrollment: 30,000

TARGETED GROUP: Teachers

PROGRAM DESIGN: Extra Pay for Extra Duties - Contract extended to 202 or 220 days. (Academic Coach Plan)

Entry: Teachers apply on appropriate forms to director of personnel.

Selection: Selection committee screens and selects academic coaches from several criteria weighed by a point system.
Academic coaches may reapply every three years.

Criteria: Areas include the following:
- Experience
- Education
- Grade Point Average
- Computer Literacy
- Attendance
- Professional Activities
- Past Formal Evaluations
- Interviews

Appeal Procedure: None

AWARDS: Range from $1,500 to $3,000 Cost: $550,000 to $650,000
Payment matches range paid assistant varsity coaches.

PROGRAM DESCRIPTION: Teachers under 202 day contract teach short courses during June, work in Gifted/Talented summer program and develop curriculum materials.

Teachers under 220 day contract teach summer school in the morning and have other assigned duties in the afternoon.

The day is extended to any 8 hours from 7:00 a.m. to 5:00 p.m.
At least 75% of the positions will be filled with current employees.

DIFFERENTIATED STAFFING:

MASTER TEACHER PLANS

SOURCE:[13] California, Los Angeles
Los Angeles, California

6

Enrollment: 550,177

Initiated: 1982 Duration: Two Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Master Teacher Plan

Entry: Teachers apply for Master Teacher Status

Selection: Area superintendent establishes an elementary selection committee and a secondary selection committee. Candidates are observed and evaluated in instructional activities. Review performance evaluations with selected professional personnel. Selection of Master Teachers is made by the committees.

Criteria: Training and experience
Professional growth and activity
Human relations skills
Experience in grade level or department functions
Leadership potential

Appeal Procedure: None

AWARDS: $504 per semester, 10 days substitute release time, teacher auxiliary time one period per day, and mileage reimbursement

Dollar Limit: None indicated, however allocation of personnel was definite which implies a dollar limit: 16 Master Teacher assignments for each elementary region, 6 allocated for the Junior High, and 20 for the High School Division. Enrollment for each region or school was not given.

PROGRAM EVALUATION: An evaluation of the program was not included.

COMMENTS: The information on criteria, duties and responsibilities is comprehensive and should be of value.

SOURCE: [13] Massachusetts, West Newbury #18
Pentucket Regional

Enrollment: 2,900 Staff Involved: 13 out of 196

Initiated: 1967 Duration: 17 Years

TARGETED GROUP: Teachers

PROGRAM DESIGN: Master Teacher Plan

Entry: Teachers who are eligible submit a letter of application to the principal stating his/her qualifications for placement on the Master Teacher Scale.

Selection: Principal forwards information to superintendent who reviews the information and formulates a recommendation to the School Committee.

Criteria: Master's Degree
Principal's evaluation of teaching effectiveness, professional attitude, understanding of children, ability to work with others, etc.
Demonstrates "leadership" which results in activities that significantly improve the educational process.

Appeal Procedure: None

AWARDS: From $400 to $2,300 Cost: $10,000

Dollar Limit: None Average: $400

PROGRAM EVALUATION:

Strengths:	Weaknesses:
Rewards extraordinary effort Used "very sparingly"	Administration has difficulty differentiating among candidates.

COMMENTS: This "Master Teacher" plan places teachers on an advanced salary schedule only. There is no indication that the "Master Teacher" assumes any additional responsibilities of a supervisory nature. Title and funds are the rewards.

SOURCE:[13] Pennsylvania #29
Upper St. Clair
Enrollment: 4,000 Staff Involved: 14 out of 250
Initiated: 1960 Duration: 24 Years
TARGETED GROUP Teachers

PROGRAM DESIGN: Master Teacher (Extended contract) Plan
Entry: Teachers are recommended for the position.
Selection: Selected by the administration upon recommendation.
Criteria: Criteria were not included.
Appeal Procedure: None

AWARDS: Range from $2,600 to $4,600 Cost: $30,000 - 15% of base pay
Ave. $3,500
Additional funds are awarded because the contract year is extended an extra 20 days.

PROGRAM EVALUATION:

Strengths:

Master Teachers, called Curriculum Leaders, develop curriculum and teach full time.

Weaknesses:

COMMENTS: Responsibilities of Curriculum Leaders are listed and may be of value in planning.

DIFFERENTIATED STAFFING:

CAREER LADDERS

SOURCE: 13, 34

North Carolina
Charlotte-Mecklenburg

#26

Enrollment: 72,000

Initiated: Proposed for 1984, planning started in 1981

TARGETED GROUP: Teachers

PROGRAM DESIGN: Differentiated Staffing-Career Ladder

Entry: All new teachers will participate. Experienced teachers have an option.

Selection: Probationary Status: First year all teachers are probationary. Teachers move to career nominee status, career candidate status, and advance to tenure or are terminated. The probationary period requires inservice activities equivalent to a master's degree and satisfactory on-the-job performance evaluations.

Career Level I - First year tenured teachers receive $2000 per year. They are reevaluated every three years and receive an additional $2000 for each satisfactory evaluation. Teachers teach, evaluate curriculum materials and work with probationary teachers.

Career Level II - After three years at Level I, teachers may move to Level II. The salary level is approximately $2000 above Level I. Level II teachers teach, assist with assigned projects, conduct research, and work on inservice projects.

Career Level III - The salary is approximately $2000 above Level II. They work as curriculum specialists or on inservice projects, conduct districtwide research, and still serve as classroom teachers.

Criteria: Frequent evaluations occur. Beginning teachers are evaluated on competencies obtained. Career teachers are evaluated according to performance expectations and their achievement. A key element in the evaluation will be observation/evaluation reports prepared by specially trained full time observers.

Appeal Procedure: None indicated.

AWARDS: $2,000 increment per year of advancement. The most experienced teachers at Career Level III may receive $39,000 a year, about $17,000 more than is currently earned by the most experienced teacher. It is estimated that the cost will add $6.0 million annually when the plan is fully implemented in 15 years.

PROGRAM EVALUATION: (Still in planning stage)

CHARLOTTE - MECKLENBURG, NORTH CAROLINA

CAREER PATH	PROVISIONAL TEACHER	CAREER NOMINEE	CAREER CANDIDATE	CAREER CANDIDATE (INTERN YR.)	CAREER LEVEL I	CAREER LEVEL II	CAREER LEVEL III
Certification Required							
Duration	1-2 years or terminated	1-3 years or terminated	2 years or terminated		Tenured	(Yr. 7) Tenured	(Yr. 12) Tenured
Contract Period						10 months 11 months - 10% 12 months - 20%	
Salary						$2,000 with each satisfactory evaluation	
Evaluation	Frequent eval. Competency based	Frequent eval. by prin. & career teacher; comp. based	Continued		Career-level teachers are evaluated once every 3-5 years by specially trained full time evaluators.		
Criteria	Skills developed in train. prog.; classroom performance	Satisfactory classroom performance	Signify that person is qualified for dist. to make a major investment	Continued		Demonstrate outstanding perform.; partic. in spec.train., trans.from sch.to sch., trouble-shooter	Demonstrated competence in prog. eval., personnel eval., program design, research
Responsibility	Participate in training programs Diagnostic proced.; Work with a second career teacher Analyze classroom events; job-related train.; work with career teacher		Cond.res.; take on-campus lead. role; volunteer service or professional growth	Design & conduct workshops; diag. curr. prob.; work with new teachers	Teach, eval. curr. mater.; work with prob. teach.; lead.; eval. new teachers	Teach, assist w/assig.proj. & oth.sch. cond. res. conduct in-service	Teach, curr.spec., conduct inserv., research projects

Comments: Add $6.0 million annually when fully implemented in 15 years. Career Level III teachers may earn up to $39,000.

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STATE INITIATIVES IN ALTERNATIVE SALARY AND INCENTIVE PLANS FOR TEACHERS

SOURCE:[13]	California Mentor Teacher Program Senate Bill No. 813, Chapter 498 Article 4, January 1, 1984
TARGETED GROUP:	Teachers
PROGRAM DESIGN:	Differentiated Staffing - Mentors
Entry:	A selection committee nominates candidates by majority vote Candidates will be observed and evaluated
Criteria:	Credentialed classroom teacher with permanent status. Substantial recent experience in classroom instruction. Demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in differing contexts.
FUNDS:	Stipends to mentors. The district may designate up to 5% of the total number of certified classroom teachers. Allocate sufficient funds to reimburse cost of participation in the program and cost of administering the program. School districts shall allocate no less than $4,000 to provide each qualified mentor with an additional annual stipend over and above the regular salary. The stipend may not be counted as salary. Reviewed and renominated every three years.
RESPONSIBILITIES:	1) Provide assistance and guidance to new teachers and experienced teachers. 2) Provide staff development for teachers. 3) Develop special curriculum. 4) Spend, on the average, not less than 60% of his or her time in direct instruction of pupils. 5) Shall not evaluate teachers.

SOURCE:[13] Florida's Merit Compensation Program

TITLE: Instruct Incentives Program

TARGETED GROUP: Teachers

PROGRAM DESIGN:

Entry: Voluntary

Selection:

1. Satisfactory annual assessment by the principal
2. One year's teaching experience
3. A regular certificate, in-field
4. Other in-field requirements:
   a. 10 semester hours of in-field post-graduate college credit or inservice program credit
   b. subject area test results shall be used to determine eligibility requirements for certification of associate master teachers and master teachers
5. Employed full time

AWARDS: Districts may provide awards for qualifying personnel based on one or more of the following:

1. Outstanding attendance
2. Employment in a critical teacher shortage subject area
3. Employment in a critical teacher shortage area school site
4. Completion of 3 semester hours of in-field credit
5. Superior evaluation results on a performance evaluation (Evaluation shall be conducted by three-member teams composed of a principal, a teacher, and an individual not employed by the school district, with special knowledge of the teacher's subject area.)
6. Employment at a school center where the school average for the student's rate of academic gain, as measured by standardized tests, is greater than the mathematically predicted school achievement expectancy

SOURCE:[13]

TITLE: Florida's Meritorious Instructional Personnel Program

TARGETED GROUP: Teachers

Level: Associate Master Teacher

Entry: Voluntary

Selection: Associate Master Teacher must:

a) Document 4 years' teaching experience, at least 2 years of which shall be in Florida.

b) Document completion of a master's degree in-field

c) Document superior performance evaluation, by a 3-member district-level evaluation team

d) Document outstanding attendance

Criteria: Student subject area test scores
Satisfactory performance evaluation by a 3-member district-level evaluation team

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Level: Master Teacher

Entry: Voluntary

Selection: Master Teacher must:

a) Document 7 years' teaching experience, at least 5 years of which shall be in Florida

b) Document at least 3 years' experience as an associate master teacher

c) Document completion of 15 semester hours in-field at the graduate level, above the requirements for designation as an associate master teacher

d) Document superior performance evaluation by a 3-member district-level evaluation team, including one principal, one teacher, and one individual not employed by the school district

e) Document outstanding attendance

Criteria: Student subject area test scores
Satisfactory performance evaluation by district-level evaluation team

FLORIDA MERITORIOUS INSTRUCTIONAL PERSONNEL PROGRAM

CAREER PATH	ASSOCIATE MASTER TEACHER	MASTER TEACHER
Certification	Professional service contract or continuing contract	Professional service contract or continuing contract
Duration	3 years	
Contract Period		
Salary		
Evaluation	Student Test Scores	Student Test Scores
Criteria	4 years experience (2 in Florida) Master's Degree in field Superior performance evaluation Outstanding attendance Appropriate test scores	7 years experience (5 in Florida) 15 hours above Master's Superior performance evaluation Outstanding attendance Appropriate test scores
Responsibility		
Comments		

FLORIDA TEACHERS' UNION PLAN

CAREER PATH	APPRENTICE	SENIOR TEACHER	ASSOCIATE MASTER TEACHER	MASTER TEACHER
Certification				
Duration	5 Years	3 Years	3 Years	
Contract Period	10-Month	10-Month	11-Month	12-Month
Salary		$5,000 St. Incr.	$5,000 St. Incr.	$5,000 St. Incr.
Evaluation	Satisfactory Rating by Outside Team	Outside Team		
Criteria	Complete a Master's Degree Evaluations	Master's Degree In-Depth Eval. Training	Evaluation Training	Evaluation Training
Responsibility			75-100% teaching Work with Apprentices Develop Curriculum	50% Time Teaching
Cost 1.3 Billion	Base Salary Raised $3,400	Most will stay here permanently		

SOURCE:[13] Tennessee Master Teacher Program

TARGETED GROUP: Teachers

PROGRAM DESIGN: Career Ladder

Entry: Voluntary for currently employed teachers
Compulsory for new teachers

SEE ATTACHED CHART

TENNESSEE MASTER TEACHER PROGRAM

CAREER PATH	APPRENTICE TEACHER	PROFESSIONAL TEACHER	SENIOR TEACHER	MASTER TEACHER
Certification Tenure	Apprentice Cert. 3 years Non-renewable	Professional Cert. 5 years Renewable	Sr. Teacher Cert. 5 years Renewable Tenure	Master Teacher Cert. 5 years Renewable Tenure
Duration	3-5 years	3-5 years	3-5 years	Renewable
Contract Period	10 months	10 months	11 months	10 months - $3,000 11 months - $5,000 12 months - $7,000
Salary		$1,000 stipend	30% above prof.teacher 10 months - $2,000 11 months - $4,000	60% above prof. teacher
Evaluation	Observed Counseled	Student performance Observations by Master Teachers	Continuous	Continuous
Criteria (Clarification needed)	Degree Student teaching Weaknesses corrected Skills improved	3 years experience	3 yrs. minimum exper. Exceptional teacher Capable of assuming add'l duties & responsibilities Review of previous evaluations	11 yrs. minimum exper. 5 yrs. as senior teacher Classroom effectiveness Skill in supervision, evaluation & improving performance of others
Responsibilities	Training period Inservice educ.	Continuous	Supervise new teachers Develop curr. materials Conduct inservice Work with spec.students 90% classroom teaching	After-school responsibilities Curriculum leadership System-wide supervision 65% classroom teaching

Notes $210 million
$116 million supplement

60% of all teachers with 8 or more years of experience can be Senior or Master Teachers. One out of every 4 with 11 or more years of experience can be a Master Teacher.

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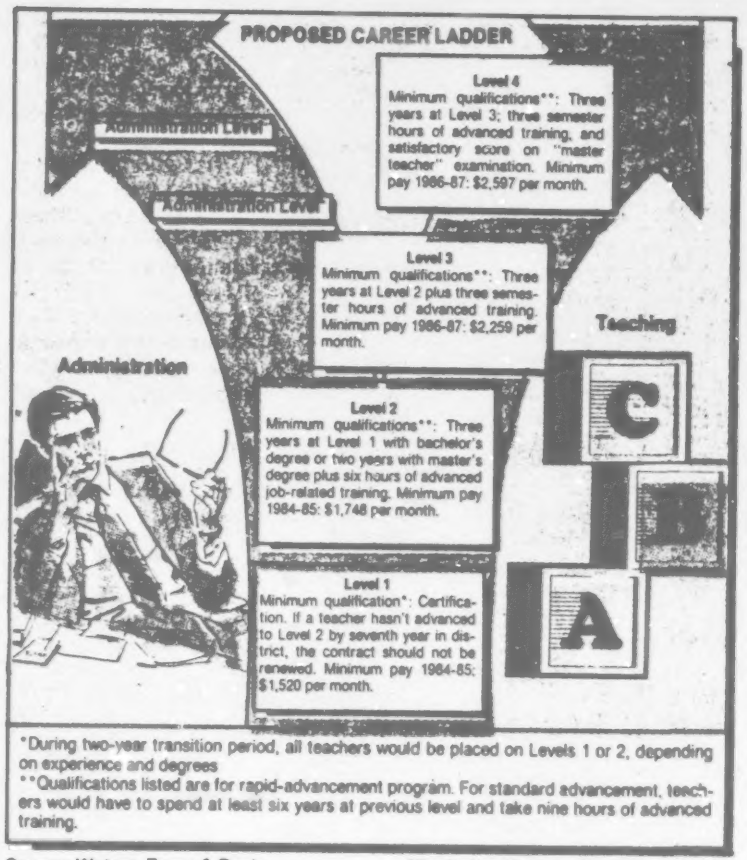
PROPOSED CAREER LADDER
Level 4
Minimum qualifications**: Three years at Level 3; three semester hours of advanced training, and satisfactory score on "master teacher" examination. Minimum pay 1986-87: $2,597 per month.
Administration Level
Administration Level
Level 3
Minimum qualifications**: Three years at Level 2 plus three semester hours of advanced training. Minimum pay 1986-87: $2,259 per month.
Teaching
Administration
Level 2
Minimum qualifications**: Three years at Level 1 with bachelor's degree or two years with master's degree plus six hours of advanced job-related training. Minimum pay 1984-85: $1,748 per month.
C
B
A
Level 1
Minimum qualification*: Certification. If a teacher hasn't advanced to Level 2 by seventh year in district, the contract should not be renewed. Minimum pay 1984-85: $1,520 per month.
*During two-year transition period, all teachers would be placed on Levels 1 or 2, depending on experience and degrees
**Qualifications listed are for rapid-advancement program. For standard advancement, teachers would have to spend at least six years at previous level and take nine hours of advanced training.

Source: Waters, Trego & Davis *The Dallas Morning News: Daryl Miles*

Plan would abolish board of education

By Terrence Stutz
Staff Writer of The News

AUSTIN — H. Ross Perot's Select Committee on Public Education will consider proposals later this month that would create a career ladder for teachers and would abolish the 27-member State Board of Education.

Under a recommendation approved Friday by the Organization and Management Subcommittee of Perot's panel, the State Board of Education, whose members are elected, would be abolished in favor of a seven-member board appointed by the governor.

The Subcommittee on the Teaching Profession also approved a four-step career-ladder plan for teachers. The proposal would allow more competent teachers to draw the same salary as administrators while remaining in the classroom.

Subcommittee members, however, balked at approving the pay scale recommended by Dallas management consultants Waters, Trego & Davis. The subcommittee members approved a proposal to raise beginning teachers' salaries by 36.8 percent.

Both the career-ladder and education-board proposals will be debated at the March 14 meeting of the Select Committee on Public Education, which is chaired by Dallas computer magnate Perot.

The recommendation to revamp the State Board of Education was approved 3-2 after a heated debate that centered on the ability of the current board to implement educational reform.

Subcommittee member Elizabeth MacNaughton of Houston, in arguing for the change, said the board's failure was a key reason for the creation of Perot's committee.

"We wouldn't be in the position of having to recommend all these changes (to improve schools in Texas) if the state board had put those

Please see EDUCATION on Page 23A.

things in place which should have been in place," she said.

Ms. MacNaughton's comments were disputed by subcommittee member Will Davis, who also serves on the State Board of Education.

"The state of education today cannot be blamed on the State Board of Education," said Davis, who voted against revamping the board.

Davis said he was tired of attempts "to lay at the door of the board of education all that is wrong with education today."

Subcommittee chairman Charles Duncan of Houston argued that a restructured board is necessary to implement reforms recommended by the full Perot committee.

"With an appointed board, we could get people who would be better able than an elected board to push through all the changes that we are recommending," Duncan said. "We have a better possibility of accomplishing what we want with this."

The current board has 27 members, one elected in each of the state's 27 congressional districts. The board had been appointed until the late 1940s.

Referring to the problems that led to establishment of an elected board, Davis warned that a return to such a system would create a panel "dominated by absolute political patronage."

"This would be terrible for education in Texas," Davis said. "It is a step that would remove the public schools of this state from the people of this state."

On Friday night, the Subcommittee on the Teaching Profession, as expected, approved Waters, Trego & Davis' career-ladder plan. But subcommittee members did not accept the recommended salaries for each of the ladder's steps.

The subcommittee agreed to recommend a pay increase of at least 26.8 percent for beginning teachers, as Waters, Trego & Davis recommended. The increase would raise beginning teachers' salaries to $1,520 a month. The current minimum starting salary in Texas is $1,111 per month, but most school districts supplement the state minimum with their own funds.

All of the subcommittee recommendations will be considered by the full Perot committee during a three-day session in Dallas that will begin on March 14.

Perot has indicated that the committee should have its final report ready in April, in plenty of time for Gov. Mark White to convene a special session of the Legislature to consider the reform package.

PROPOSED CAREER LADDER FOR TEXAS TEACHERS
H. ROSS PEROT'S SELECT COMMITTEE ON PUBLIC EDUCATION

CAREER PATH	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Certification	Yes			
Duration	3 to 6 years 3 years with Bachelor's 2 years with Master's and 6 hrs. job-related training Maximum 7 years	3-6 years	3-6 years	
Salary	(1984-85) $1,520/mo. $15,200/year	(1984-85) $1,748/mo. $17,480/year	(1986-87) $2,259/mo. $22,590/year	(1986-87) $2,597/mo. $25,970/year
Evaluation				
Criteria		Standard advancement: 6 years at previous level & 9 hrs. of advanced training. Rapid advancement: 3 years with Bachelor's or 2 yrs. with Master's & 6 hrs. of job-related training.	Standard advancement: 6 years at previous level & 9 hrs. of advanced training. Rapid advancement: 3 years & 3 sem. hrs. at Level II.	Standard advancement: 6 years at previous level & 9 hrs. of advanced training. Rapid advancement: 3 years & 3 sem. hrs. at Level III, Satisfactory score on Master Teacher exam.
Responsibility				

Comments:

SOURCE: [13] Utah State Office of Education

TARGETED GROUP: Teachers

PROGRAM DESIGN: Career Ladder

Entry: Voluntary

SEE ATTACHED CHART

UTAH CAREER LADDER AND/OR OTHER INCENTIVES
PROPOSED BY UTAH STATE OFFICE OF EDUCATION

CAREER PATH	APPRENTICE TEACHER	PROFESSIONAL TEACHER	TEACHER LEADER
Certification	Provisional Certificate	Professional Certificate	Professional Certificate
Duration	2-3 Years		
Salary($19,000 State Average)	$13,500 Current $17,500 Proposed Basic Schedule	Basic + 10%	Basic + 15% to 35%
Evaluation			Assessed by Peers and Other Professionals
Criteria	(NEED FOR IDENTIFICATION)		Higher Level of Teaching Skills
Responsibility	Meet Classes Under Supervision of a Master Teacher	Meet Classes, Handle Program Development for a Grade Level or Subject Area Supv. and Assist. St. Tea.	Devel. Curr. & Inst. Teach Devel. Apprentice Tea.
Comments	Part-Time Employment		Aides Available Experts in Fields to Teach on Limited Basis

SUMMARY OF STATE INITIATIVES IN ALTERNATIVE SALARY AND INCENTIVE PLANS FOR TEACHERS 42

ALABAMA

Teacher Salaries: The State plan will address salary levels across the board and probably will make recommendations regarding merit pay and career ladders.

ARKANSAS

Performance-Based Pay: The legislation that was being considered for a pilot program in up to 12 school districts to develop models for performance-based pay programs did not pass.

CALIFORNIA

Teachers Salaries: The legislation permits districts to increase beginning teachers salaries by 30 percent over 3 years to a maximum of $18,000 per year, adjusted for inflation for the 2nd and 3rd year. Districts may apply for State funding for the increases.

Mentor Teachers: Outstanding teachers who work in curriculum development or who act as mentors for beginning teachers will receive a stipend of not less than $4,000 additional per year. Mentors are to be nominated by committees of administrators and teachers, with teachers in the majority. The governing board will make final selections.

DISTRICT OF COLUMBIA

Teacher Salaries: Teacher salaries have been increased over the past several years until they are now the second highest in the country, after Alaska.

Merit Pay/Master Teachers: The District is studying merit pay and master teacher programs.

FLORIDA

Merit Pay: Local school districts may qualify for State funding of merit pay to teachers who meet one or more of seven criteria established by the State, such as employment in an area of critical teacher shortages, or who are eligible under a local plan approved by the State Quality of Instruction Incentive Council. An appropriation of $80 million for 1984-85 provides funds for merit pay increases.

Master Teachers: The new law provides for a State-administered and funded career ladder that includes Associate Master Teacher and Master Teacher rungs. Master teachers will qualify for additional pay. They will be selected based on attendance, experience, educational preparation (advanced degrees), and an evaluation by their principal, a fellow teacher, and a nonteaching subject matter specialist. The program is part of the merit pay package.

GEORGIA

Teacher Salaries: The State Board of Education has submitted a budget request to the Governor for an across-the-board salary increase for teachers of $1,500, which would raise beginning salaries to $14,526.

HAWAII

Master Teachers: The State is considering master teacher and career ladder programs to provide rewards and incentives for quality teachers.

ILLINOIS

Master Teachers: The State has initiated a master teacher program that will pay $1,000 bonuses to 500 master teachers who instruct other teachers for 3 days during the year.

MISSISSIPPI

Teacher Salaries: In 1983, the Legislature appropriated $40 million to raise all teacher salaries by $1,000. The Mississippi Department of Education received a $30,000 grant to develop a teacher-incentive-structure program.

NEW JERSEY

Teacher Salaries: State subsidies to improve minimum teacher salaries to $18,500 for starting teachers who meet new competency standards are up from the previous range of $12,900 to $17,000.

Merit Pay/Master Teacher: Created a merit pay or master teacher program to reward outstanding teachers selected by administrators and other teachers for awards of $5,000 per year. A pilot program will start in September 1984 if funds are approved. Program details will be developed by a commission, appointed by the Governor, of school board members, parents, and business representatives.

NEW MEXICO

Performance-Based Pay: The State Department of Education is expected to make recommendations on the issue of performance-based pay to the State Board early in 1984.

NORTH CAROLINA

Teacher Salaries/Master Teacher: The State Board of Education in November 1983 authorized its staff to develop a plan for the implementation of differential pay and staffing in the State's 142 school districts. The plan is due in the spring of 1984.

PENNSYLVANIA

Master Teachers: "Excellence in Teaching" awards are under consideration. They would provide awards of $2,000 to the top teachers in each district. Up to 5 percent of each district's teaching staff would be eligible for such an award in any given year.

TENNESSEE

Career Ladders/Incentives: The Legislative Select Committee is recommending a new bill entitled the Comprehensive Education Reform Act of 1984. This Act contains career ladders and incentives for teachers and administrators.

VIRGINIA

Merit Pay: The Governor has proposed a 1984-86 "Pay-For-Performance" pilot program through which grants would be made to local districts to test various approaches to merit pay.

WEST VIRGINIA

Teacher Salaries: The State Board of Education will ask the legislature to increase the average salary of teachers by $2,500, including basic state-aid pay and $45 increments for each year of experience. State-aid pay provides for equalization among counties, with a limit for counties with higher teacher salaries. Within 3 years, teachers with comparable experience who teach in different districts would be paid salaries within 5 percent of each other.

Merit Pay: Merit pay plans are under study but have not been established.

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QUESTIONS RELATED TO THE USE OF MERIT PAY[26]

IN ADDITION TO GENERAL QUESTIONS RELATED TO IMPROVED INSTRUCTION, THERE ARE A NUMBER OF QUESTIONS RELATED TO THE USE OF MERIT PAY FOR PUBLIC SCHOOL TEACHERS. THEY INCLUDE THE FOLLOWING:

(1) If annual or step-pay raises are eliminated, can we expect legislators to support merit raises on a consistent basis?

(2) Will a merit pay plan attract better-qualified people into teaching? Will such a plan enable schools to retain superior teachers?

(3) Is there a need to increase the entry level salaries of teachers and to increase the salary stipends at each level?

(4) Should a merit pay plan serve as a supplement to a basic salary schedule or should it be an alternative?

(5) Can the concept of merit pay work in the 1980s and beyond when it has not had a solid history of success in districts where it has been attempted?

(6) Can a plan be devised that will earn the support of teacher groups?

(7) Will merit pay plans be counterproductive in that they may have disruptive effects on teacher morale and performance?

(8) Can an objective evaluation system of teachers be developed?

(9) Will the state and local districts be willing to assume the additional costs associated with merit pay plans?

(10) Can fair evaluations be made among teachers of different grade levels, subject areas and ability levels of children?

(11) Is money the sole motivation for improved teacher performance?

(12) When inflation rates have exceeded six percent or more in recent years, will the actual merit increase be minimal?

(13) Who will decide which individuals and how many should receive merit pay?

(14) Will merit pay have any effect on the performance of tenured, incompetent teachers in that removal of tenured faculty is an involved, costly process?

(15) Won't all parents and children want access to the distinguished teachers? How does one decide who will be enrolled in classes taught by distinguished teachers? Will the distinguished teacher be relocated to schools in the more affluent sections of a district?

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CAN OBJECTIVE WORK PERFORMANCE STANDARDS BE DEVELOPED TO EVALUATE TEACHING? 26

The fact that objective performance standards do not now exist is hardly an excuse for abandoning the effort. Any group that desires to be labeled professional must do more to develop objective systems. The recent interest in merit pay has prompted the development of innovative, if less than perfect, merit systems in the Round School System in California (Burbe, 1982), the Catalina Foothills District in Tucson, Arizona, the Lebanon School System in Connecticut (Kenny, 1978) and the Charlotte School System in North Carolina. In Texas, the "Second Mile Plan" in Houston, and related efforts in the Alice, Bryant and Garland Independent School Districts provide evidence that effective evaluation programs can be initiated (Texas Association of School Boards, 1983).

Newton (1980) and Schray (1983) among others, have developed extensive evaluation plans that focus on outcomes. The Plano, Texas, Superintendent of Schools, Wayne Hendrick (1983), has researched the topic and has provided a series of guidelines for merit pay programs to succeed:

(1) Carefully define the primary objectives of the plan, such as:
- To improve instruction by searching out and rewarding excellence in teaching.
- To increase the ability to retain the excellent teacher.
- To aid in the recruiting of highly capable teachers.

(2) Input for developing the plan must come from teachers, principals, central administrators, school board and taxpayers. (No plan can be transported from another school district.)

(3) Eligibility for the plan must be based on recognized, predetermined standards, not on quotas or restricted percentages. These criteria must be clearly communicated to the staff.

(4) Have a plan for continuous evaluation of the strengths and weaknesses; then make needed changes.

(5) The plan must be properly funded each year (not to be discontinued with budget cuts.)

(6) The board adopts the policy plan. The administration must be authorized to operate the plan. The board must not become involved in determining who receives merit.

(7) The selection team for each campus must be chaired by the principal and composed of representatives from the central staff who are respected by the teacher and who have worked with the teacher to the extent that the teacher accepts the fact that these people know what is happening in his or her classroom.

(8) The teacher must be kept informed of detected and needed improvement all during the year--with help provided for improvement--no surprises.

(9) Merit reward is made for one year at a time.

(10) Avenues for teacher appeal on rating must be provided.

(11) The basic salary schedule for the district should be competitive with neighboring districts.

(12) Merit increments must be large enough to provide a real incentive for outstanding service.

(13) The school administration at all levels must provide enthusiastic support and strong leadership for the plan.

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Institute for Public Management
Fredric H. Genck
June 1983

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Merit Pay for Teachers

Is It The Answer? Yes, If...

Much attention has been given recently to merit pay for teachers, e.g., the several National Study Commissions and President Reagan's speeches.

Is it the right answer? Yes, if the preconditions for its success are met -- communication, information and evaluation. Without these key components of effective school management, merit pay will fail. With them, it will add to productivity and morale in some districts, but may not in others.

I serve as a school board member in a district successfully operating merit pay for teachers, and head the Institute for Public Management which has worked with more than 100 other school districts to move in this direction. My recently published book Improving School Performance* contains specific case study examples of how new school management techniques can raise learning, confidence and morale.

Most examples of teacher merit pay have failed. The simplistic assumption that merit pay is the answer to turning around declining school performance may do more harm than good. In discussing this subject recently with a union leader, I agreed with virtually every point he made: the objectives of compensation should be fairness, equity and justice for teachers; merit pay has mostly failed and proven unfair and disruptive; teachers are generally well-intentioned and try hard to do a good job.

Yet the advantages of merit pay are powerful: the confidence felt by board members in spending taxpayers' money for teacher salaries; and the satisfaction of teachers in receiving salaries based on performance. These consequences could result in higher salaries for teachers and better school performance.

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*Improving School Performance, Fredric H. Genck, Praeger, 1983.

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The high failure rate of merit pay plans for teachers is accounted for by two key requirements for success:

- Meeting the prerequisites of communication, information and evaluation.
- Avoiding technical defects in most merit pay plans.

1. Merit Pay Prerequisites: Communication, Information and Evaluation

The most difficult parts of teacher merit pay are these preconditions. Once they are met, performance-based compensation is feasible. If they are not, it is impossible.

COMMUNICATION

The first requirement of good school management is communication in both directions up and down the organization. Of course this must include responsiveness to concerns expressed. Teachers -- like employees in every field (but especially services that are hard to measure where creativity and personal performance are important) -- want communication.

Traditional authoritarian school administrative practices have not always provided adequately for these vital management functions. The new circumstances of education today -- e.g., unions and public concern -- require more communication.

Opening up communication means teachers have a channel for problems and concerns. Communication must also be open within the management team, and with the board and public, especially parents.

INFORMATION

The second requirement is for performance information. No organization can sustain public confidence without evidence of good performance.

This is not as difficult as it might sound in schools. Test scores are good indicators of student learning if analyzed correctly.

Surveys of parents and teachers are also helpful -- indeed essential -- proving good performance and identifying improvement opportunities.

An outside analyst is required, for the same reasons that audited financial statements are needed. The Institute for Public Management helps develop and interpret school performance information.

EVALUATION

The third essential ingredient is evaluation for administrators and teachers that is fair and effective in practice, positive and constructive in purpose, and actually results in improved performance and development of teachers and administrators. Schools have neglected these human factors of good management in the past. We cannot do so and expect to perform successfully in the future.

The absence of these people-oriented management policies has caused performance in some school systems to fall to the levels described by the recent National Commission reports. New management techniques emphasizing the human factors of good school performance and management can turn around the decline and rebuild learning, confidence and morale.

2. Technical Problems in Teacher Merit Pay

The other reason most teacher merit pay plans have failed is technical. Defects in plan design have made them too expensive, or offensive to employees. For example:

- A Westchester County school district in New York has a plan for administrators that guarantees a 4% increase and promises an additional 7% based on meeting objectives. The objectives are easily met. Administrators are highly paid by comparison to others in the area. This board is being hoodwinked. The administrators are quite happy.

- Another district tried to tie a small bonus for teachers to test scores. These kinds of plans virtually always fail. There is

no simple measure of teacher performance to which salaries can fairly be tied. A bonus plan is almost certain to cause dissension and dissatisfaction, as union leaders often and correctly point out.

These technical defects are not particularly difficult to overcome. A traditional corporate management type plan with ranges, target levels and policies to establish salaries based primarily on performance works perfectly well for administrators and teachers.

3. The Payoff -- Improved School Performance

Once the prerequisites of performance-based compensation are achieved -- communication, information and evaluation -- and technical problems overcome, schools can consider the advantages and disadvantages of merit pay.

Several I've worked with, at this advanced stage of school management development, have decided not to proceed to teacher merit pay, feeling that the risks are not worth the potential benefits. Communication, information and evaluation have already helped to improve performance, build confidence and morale, raise learning and satisfaction. Merit pay offered too few additional benefits beyond what had already been accomplished once these preconditions were met.

I serve personally as a school board member in a district that has chosen to take this last step of school management development -- merit pay for teachers. As a result, the staff feels pride in good performance and reward in compensation that cannot be achieved in any other way. This most tangible aspect of any employee's relationship to the organization is critically important to job satisfaction and maximizes morale and productivity.

Teachers in this district feel they have earned their pay. They need not fear public criticism because evidence of good performance is available and used to prove that a good job is being done.

The board of education, knowing that compensation is based on performance, is reassured that the taxpayers' money is being spent wisely and that good performance is being achieved. Consequently, this board has the confidence needed to invest in good school performance. Merit pay, by relating teacher salaries to public satisfaction, student learning and proof of good performance, can help raise teacher salaries.

Without performance information to prove a good job is being done, no board should be willing to pay any salaries. Without fair and effective evaluation, teachers cannot be fully satisfied or productive. And without relationships of communication, trust and confidence, adversarial attitudes and feelings will prevail. While each school is different, these management techniques can and have worked in districts of every size and type.

These are tough management requirements, more challenging in schools than in business, where performance is usually easier to measure. Merit pay by itself is not the answer. It is the dessert of school management development. Many districts will be satisfied with the entree. But, if President Reagan encourages districts to develop the management techniques required for good performance by talking about dessert, that certainly isn't inappropriate.

The rewards of developing school management -- with or without merit pay -- are substantial. In my experience with over 100 districts, the difference can be as much as 50%. A well-managed district operates at 25% lower costs with learning, confidence and morale 25% higher, compared to one that is not managed.

This material was the basis for Mr. Genck's testimony to the Task Force on Teacher Merit Pay of the U.S. House of Representatives on July 12, 1983.

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ERIC

CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT

RESEARCH ACTION BRIEF

Merit Pay[15]

Merit pay was first introduced in American public education in 1910, yet even today the idea of rewarding superior educators with extra pay remains controversial. The theory behind merit pay is simple: educators should be paid what they are worth, and those who do good work deserve extra pay.

Despite its theoretical appeal, merit pay faces a host of practical problems, most of them centering on the difficulties of actually developing and administering a pay system based on merit. These problems extend even to defining "merit pay," a vague term that can refer to almost any arrangement in which an educator receives additional pay for doing better—or simply extra—work.

Basically, merit pay uses money as an incentive to encourage school personnel to do better work. Thus a merit pay program requires both a workable system for identifying meritorious educators and adequate financial resources for rewarding them. These requirements may seem obvious, but in practice motivation and evaluation are particularly thorny problems in most merit pay systems. Financing merit pay, particularly in periods of high inflation (and thus large cost-of-living pay raises), can also be difficult.

The principles of merit pay can be applied to the salaries of teachers, administrators, or school staff. Although there has been some discussion of using merit pay for administrators as part of a system of management by objectives (MBO), most research to date has concerned itself with merit pay for teachers. Many of the problems and possibilities of merit pay are the same for all types of educators, but there may also be differences; the following discussion focuses primarily on merit pay as it relates to teachers.

Merit Pay for Teachers, a report prepared by Educational Research Service (ERS), provides a good introduction to the subject. The dominant theme that emerges from the study is the extraordinary complexity of merit pay. Even determining whether or not a teacher is doing a good job is no simple matter; teachers may be rated either according to input factors (how well they teach) or output factors (the kinds of students they produce). More generally, a bewildering assortment of claims has been advanced both on behalf of and in opposition to merit pay.

Arguments in favor of merit pay stress the equity of paying teachers what they are worth and the logic of using money and evaluations to encourage better teaching. Present pay systems treat all teachers—good, bad, or indifferent—almost identically; this implicitly rewards mediocrity and discourages teachers from making the extra effort required to do a better than average job. Merit incentives work in industrial settings; applying such methods to schools is a logical step that could help professionalize teaching.

Arguments against merit pay stress the fact that it doesn't work, since nearly every program that has been tried has eventually been discontinued for one reason or another. Good teaching is hard to judge objectively, some argue, because teaching is really more an art than a science. Emphasizing the monetary rewards of teaching may obscure

Each *Research Action Brief* reports the findings of significant empirical research studies on a topic in educational management. From these findings implications are drawn for the operation of today's schools, thus serving as a guide for enlightened administrative action.

This ***Research Action Brief*** was prepared by the ERIC Clearinghouse on Educational Management in cooperation with the National School Boards Association.

other professional objectives and foster competition among teachers forced to compete for merit bonuses. As a result of these and other problems, most teachers oppose merit pay and prefer salary schedules based on training and experience.

Although much has been written about merit pay, only a handful of studies, several of them limited in scope and methodology, have shed much light on the subject. ERS surveyed nearly three thousand American schools to determine the status of merit pay in contemporary education. More schools reported that they were considering adopting a merit pay plan (4.7 percent) than actually had one in operation (4 percent).

A larger number of schools (6.4 percent) indicated that they had implemented, and then discontinued, a merit plan at some time in the past. The dominant reasons for abandoning merit plans were problems related to program administration (particularly evaluating teachers fairly) and personnel (primarily teacher dislike of merit pay and declining teacher morale). In addition, a number of schools reported that teachers unions, presumably reflecting the desires of their members, had negotiated merit pay provisions out of their contracts.

Problem of Evaluation

Two studies point up some of the problems of rating teachers in a fair, objective way. Hooker's work is almost an abbreviated case study of the role job politics and personal relations can play in the operation of a merit pay program. The author describes a study of a university department where decisions about merit raises were made by the department chairperson. In the department, several obvious measures of effectiveness—including frequent publishing, success in attracting students and producing graduate students, and willingness to teach extension courses—were all either insignificantly or negatively correlated with salary increases. The one factor that did affect "merit" pay was personal contact with the department head; the author reports a strong relationship "between percent of salary change in the past five years and the distance between a professor's office and that of the chairman." Finally (and, under the circumstances, not surprisingly), the department chairman "ranked number one on percent of salary improvement for the five years."

A second study, by Worth (as described by McDowell), questions the desirability of using evaluations made by a lone administrator. Principals were asked to view a fifteen-minute kinescope of a teacher in the classroom and, from that viewing, rate her performance. The teacher in question drew a wide range of ratings, varying from exceptional to doubtful, all based on viewings of the same material.

Neither of these studies, of limited sample size and uncertain methodology, is particularly significant in itself, but each provides research confirmation, however tenuous, for the commonsense observation that performance ratings are not always fair, objective, or consistent.

Do Dollars Motivate?

Several studies challenge the notion that is at the heart of merit pay: namely, money is an effective way of motivating teachers. In fact, money appears to be distinctly less important to teachers than a number of other factors. Lortie explains that job motivation can be divided into satisfactions that are intrinsic (inherent in the work itself) and extrinsic (external to the job—including pay).

Lortie reports on two surveys showing that teachers are motivated primarily by the intrinsic rewards of the profession. In one study, teachers listed the psychic rewards of the job six times as often as any other rewards in explaining their attraction to the profession. According to Lortie, "teachers consider the classroom the major arena for the receipt of psychic rewards." He observed that "other sources of satisfaction . . . pale in comparison with teachers' exchanges with students and the feeling that students have learned."

An earlier study, reported by Sergiovanni, suggested similar conclusions. Teachers were asked to tell stories of times when they felt unusually favorable or unfavorable toward teaching. Their responses indicated that extrinsic factors (such as money) may induce dissatisfaction, but that satisfaction is produced by intrinsic factors.

Priority of Intrinsic Rewards

The full implications of this evidence of the importance of intrinsic rewards become clearer in the context of Deci's work. His findings suggest that emphasizing extrinsic rewards such as pay may actually be counterproductive, reducing rather than increasing intrinsic motivation.

Deci discusses intrinsic and extrinsic motivation at some length. Intrinsic rewards come from each individual's feelings of competence and effectiveness, whereas extrinsic rewards generally come from outside the worker. In other words, intrinsic rewards, unlike the extrinsic variety, are at least partly under the control of each worker. The question arises whether the two types of rewards can work together to increase motivation or are essentially incompatible.

To answer this question, Deci conducted a test in which subjects were asked to work on a series of problem-solving puzzles that previous tests had demonstrated to be intrinsically interesting. Persons who were simply asked to solve the puzzles or were given money for participating in the experiment (and were paid regardless of how well they performed) continued to work on the puzzles even after their time had expired and they were no longer required to do so; this willingness to continue working was considered a measure of intrinsic motivation. By contrast, when external rewards—money or the avoidance of an obnoxious buzzer—were made contingent on doing the puzzles successfully, subjects showed significantly less inclination to continue working on the puzzles voluntarily. This led Deci to conclude that "one process that decreases intrinsic motivation is to have intrinsically motivated behavior become dependent on external causes." If this is true, merit pay plans may actually reduce the motivation of teachers.

Interestingly, one external reward, feedback, could affect intrinsic motivation either negatively or positively. Specifically, positive feedback increased, whereas negative feedback decreased, subjects' intrinsic motivation. This phenomenon was observed only when feedback was considered as informational rather than as an attempt to control

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behavior; in other cases, subjects began to work in order to obtain positive feedback, which then became an external motivating factor and reduced intrinsic motivation. This suggests that feedback, insofar as it provides information about an individual's competence or effectiveness, may act as a complement to intrinsic rewards.

Effect on Self-Esteem

Meyer's work points up another potential problem area: "a merit salary plan is likely to have the effect of threatening the self-esteem of the great majority of employees." This is true because most workers consider themselves to be good or outstanding at their jobs. Specifically, when a variety of blue- and white-collar workers were asked to compare their own job performances with those of their colleagues, almost all rated themselves as above average, and fully two-thirds placed themselves in the upper quarter of all workers. At the same time, 85 percent of the workers gave themselves higher ratings than their managers gave them.

Obviously, these attitudes can create problems when workers' salaries are altered to reflect external evaluations. "Since the salary increases most people get do not reflect superior performance . . . the effects of the actual pay increases on motivation are likely to be more negative than positive. The majority feel that management does not recognize their true worth."

Giving workers a less favorable, but more realistic, assessment of their on-the-job performances may seem like a good idea, but high self-esteem is, itself, an important motivating factor. Indeed, Meyer notes, "persons with high self-esteem will consistently and significantly outperform persons with low self-esteem."

Implications

These findings appear to raise the possibility that merit pay in education is neither practical nor desirable. The theory behind merit pay—that money is the way to motivate teachers to improve—is simply not supported by the research. On the contrary, teachers are less motivated by money than by the intrinsic rewards of teaching. Worse, paying teachers on the basis of performance may actually be counterproductive, reducing the motivation of all teachers and threatening the self-esteem of those passed over for merit bonuses.

The empirical evidence concerning merit pay appears to be consistent with some of the survey information that has been collected on the subject. The Educational Research Service's survey, for example, found that merit pay often proves unworkable; more schools reported that they had tried merit pay and then abandoned it than indicated they actually had programs in operation. The areas where most schools reported problems with merit pay—program administration (particularly evaluation) and teacher attitudes—were very similar to those areas highlighted by the empirical evidence.

The case against merit pay, however, is not quite as conclusive as it might appear to be. The apparent failure of merit pay might partially be the result of poorly designed or administered programs. Also, it is important to note that, although over 6 percent of the schools in the ERS survey reported having discarded programs, nearly 90 percent of the schools indicated no experience at all—good or bad—with merit pay.

Taken as a whole, the research points most emphatically to a single conclusion about merit pay; its potential rewards are uncertain and it should be adopted, if at all, with a good deal of care. The procedures, goals, and objectives of the program must be clearly defined, widely accepted, and universally understood. One way of assuring this result is to have broad participation in developing the program. Teachers, in particular, may feel less threatened by, and more committed to, the success of a program they had a hand in shaping.

The Hooker and Worth studies point up the critical need for care in the evaluation process. Specifically, evaluations should be made by several persons, working cooperatively. Evaluation guidelines should be specific, multifaceted, and clearly articulated, so that each evaluator assesses the same things.

Meyer's work suggests merit pay plans should take into account teachers' (like most workers') high regard for their own abilities; such high regard can act as a self-fulfilling prophecy and actually make teachers more effective. Consequently, merit raises should not be reserved for only a few "superior" teachers. Instead, Meyer recommends a merit system that rewards all workers who achieve certain specified objectives.

These techniques for developing workable merit pay plans may, however, miss a rather crucial point. Deci's findings point to the possibilities that merit pay for teachers is inherently unworkable and that any program using money as an incentive for improving teaching, no matter how well designed, is likely to fail.

Deci's finding that positive feedback can, under certain circumstances, increase intrinsic motivation does, however, suggest one avenue for motivating teachers more effectively. Schools might adopt merit *praise* plans, based on recognition that intrinsic satisfactions cannot be manipulated by material rewards, but can be complemented by the right kind of information.

In such a program, superior teachers could be rewarded with various types of praises and recognition, given in ways that do not damage the self-esteem of other teachers. Evaluations should be descriptive rather than judgmental, focusing on what teachers do rather than how one teacher's performance compares with that of another. All teachers should be provided with honest, positive feedback about their accomplishments in the classroom; if this is done properly, it can increase each teacher's sense of satisfaction about the kind of job he or she is doing.

Informational positive feedback emphasizes (and may even increase) the intrinsic rewards of teaching and, thus, appears to offer a preferable alternative to merit pay. Of course, any program designed primarily to manipulate teachers—with praise or money—is unlikely to be effective.

Ultimately, the idea of rewarding merit is a sound one; the problem with merit pay is its assumption that money is the most meaningful reward available. For teachers, the satisfactions of the profession are ultimately more meaningful than are the financial rewards. The most school systems can do is help create situations that foster more satisfying work experiences for their teachers.

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ERIC Clearinghouse on Educational Management
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Findings/Observations

Recommendations

1. INSERVICE EDUCATION

- Not only is there a shortage of qualified mathematics and science teachers; there is a shortage also of summer institute and college programs to upgrade their skills. The programs of the National Science Foundation to retrain teachers after college, which were widespread during the sixties, no longer exist. (2)

- Among those dedicated people who choose teaching--and who choose to remain in the profession--the lack of opportunity for in-service training is deeply discouraging. 40% of secondary-school science teachers have not attended a course of workshop in their subject area since they began teaching. (2)

- State governments should develop teacher training and retraining programs in cooperation with colleges and universities. The potential of science museums as sites for such programs should be recognized, encouraged and supported. (5)

- It is a federal responsibility to assure that, in the present crisis, appropriate retraining is available. In-service and summer training programs

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Findings/Observations	Recommendations
1. INSERVICE EDUCATION (Con't)	
	should be established with federal support. The Commission estimates the cost to the federal government of initiatives for retraining mathematics, science and technology teachers to be $349 million per year for five years. (5)
	o For the long term, teacher training by the states should continue as an ongoing process. (5)
	o Every state should establish at least one regional training and resource center where teachers can obtain supporting services such as computer instruction and software and curriculum evaluation. (5)
	o The National Science Foundation should provide seed money to develop training programs using the new information technologies. (5)
o The continuing education of the teacher must be strengthened. We cannot expect a teacher trained 20 years ago to prepare students to live 40 years in the future with no policy of systematic continued education for the teacher. Even the most dedicated teacher will fall behind, and students will learn how to live, not in the future, but in the past. School boards must accept	o A two-week Teacher Professional Development Term should be added to the school year, with appropriate compensation. This term for teachers would be a time for study, a period to improve instruction and to expand knowledge. The planning of such a term should be largely controlled by teachers at the school or district level. (10)

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Findings/Observations	Recommendations
1. INSERVICE EDUCATION (Con't)	
lifelong learning as an essential condition for every teacher. (10)	o Every school district should establish a Teacher Travel Fund to make it possible for teachers, based on competitive application, to travel occasionally to professional meetings to keep current in their fields. (10)
	o Every five years, teachers should be eligible to receive a 12-month contract--with pay to match--to permit a Summer Study Term. To qualify and compete for this extended contract, each teacher would prepare a study plan. Such a plan would be subject to review and approval both by peers and by the school and district administrations. (10)
o Kenneth Tye's analysis of a portion of our data revealed that staff development activities tended to pull teachers out of the school setting and to offer little substance and depth that might be likely to change existing behavior in significant ways. (13)	o We must build into each school a continuing attention to instruction and the curriculum. This does not occur when teachers are drawn out of schools as individuals to engage willy-nilly in workshops and courses and are then returned to the isolation of their classrooms and a school culture where how and what one teaches are not matters for peer-group analysis, discussion, and improvement. Teaching must be taken out of its cloak of privacy and autonomy to become the business of the entire school and its staff. (13)
o Obviously, however, it is very difficult to break free of instructional and curricular rigidity--or surely the most satisfying and renewing schools in our sample would have done so. Dorothy Lloyd studied teaching and student achievement in two settings	

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Findings/Observations	Recommendations
1. INSERVICE EDUCATION (Con't)	
in which teachers had been exposed intensively to some of the most able consultants on instructional improvement in the field. These teachers rarely used what they had been taught, although they were able to reproduce the pedagogical procedures on demand. (13)	
Research studies on school effectiveness found that schools with high student achievement plan and direct staff development on a school-wide basis. (14)	

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Findings/Observations	Recommendations
2. TEACHER SHORTAGE	
o Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students. (1)	
o A survey in 1981 revealed that 43 of 45 reporting states indicated a shortage of secondary-school mathematics teachers; 42 states reported a shortage of physics teachers. Between 1971 and 1980, a survey of 600 colleges revealed a 64% decline in the number of secondary-school science teachers being prepared--and a 78% drop in the number of mathematics teachers. (2)	
	o Top priority must be placed on retraining, obtaining and retaining teachers of high quality in mathematics, science and technology, and providing them with a work environment in which they can be effective. (5)
o The public is evenly divided on the question of giving higher wages to math and science teachers and to those who teach technical and vocational subjects than to teachers of other subjects because of the present shortage of teachers in these fields. When those who have "no opinion" are eliminated, however, more respondents say that they favor paying these teachers higher wages than that they would oppose such a move. (9)	

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Findings/Observations	Recommendations
2. TEACHER SHORTAGE (Con't)	
o There is a shortage of qualified high school science and math teachers. But there is an even worse shortage of college-level computer science and engineering teachers. (15)	
3. QUALIFICATION/CERTIFICATION	
o Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects; fewer than one-third of U.S. high schools offer physics taught by qualified teachers. (1)	o State certification rules should be sufficiently flexible to encourage service in the public schools by qualified persons from business, industry, the scientific and technical communities and institutions of higher learning. (2)
o 51% of elementary school teachers report that they received no undergraduate training in science. (2)	o We recommend that the states, with the fullest participation by teachers, improve the process by which teachers and administrators are certified to teach and manage in the schools. They must establish higher standards to ensure that only individuals who are competent and well qualified are licensed to teach and manage in the schools. (2)
o 26% of all teaching positions in mathematics are filled by teachers who are not certified, or only temporarily certified, to teach mathematics. And this pool of disqualification seems to be expanding; among newly-employed mathematics and science teachers in 1981, 50% were uncertified to teach these subjects. (2)	
o Many of the teachers in elementary schools are not qualified to teach mathematics and science for even 30 minutes a day. A significant fraction of our secondary school teachers are called upon to work in subjects for which they were never trained. Even the most seasoned and experienced veterans must deal with subjects that are in a state of constant change; no one can remain knowledgeable in science without constant refreshing. (5)	o States should adopt rigorous certification standards, but not standards which create artificial bars to entry of qualified individuals into teaching. (5)
	o A Part-Time Participant Credential should be created in every state to put in place the recommendations we propose. (10)

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Findings/Observations	Recommendations
4. TEACHER TIME	
o Local school systems should explore ways to extend the employment year for mathematics science and technology teachers by providing reimbursement for ancillary activities, in-service, and by lengthening the school year. (5)	o Administrative burdens on the teacher and related intrusions into the school day should be reduced to add time for teaching and learning. (1) o School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation. (1) o Teacher contracts should be extended.(2)
o The working conditions of teachers must improve. Many people think teachers have soft, undemanding jobs. The reality is different. Teachers are expected to work miracles day after day and then get only silence from the students, pressure from the principal, and criticism from the irate parent. (10)	o High-school teachers should have a daily teaching load of four regular class sessions. In addition, they should be responsible one period each day for small seminars and for helping students with independent projects. (10) o Teachers should have a minimum of 60 minutes each school day for class preparation. The current catch-as-catch-can "arrangement" is simply not good enough. (10) o Teachers should be exempt from monitoring halls, lunchrooms, and recreation areas. School clerical staff and parent and student volunteers should assume such noninstructional duties. (10) o Think about all the many administrative, public relations, and quasi-menial duties that teachers are asked to perform, duties that take mind and energy away from teaching, and it is easy to understand why our educational system is not able to attract many of the ablest young into the teaching profession, or to turn those who do join the ranks into adequate teachers. (11)

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Findings/Observations

5. TEACHER EVALUATION

- When respondents were asked in an "open" question about the personal qualities they would look for if they could choose their child's teacher, their responses indicate

Recommendations

- Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated. (1)

- We strongly recommend that the states examine and tighten their procedures for selecting not only those who come into teaching, but also those who ultimately stay. Teachers who are having difficulty teaching--whether because of teaching style, subject-matter expertise, discipline or other problems--should be given all possible encouragement and help to improve. But if, after all reasonable help has been provided, a teacher cannot or will not teach effectively, that individual does not belong in the profession. Ineffective teachers--those who fall short repeatedly in fair and objective evaluations--should, in due course and with due process, be dismissed. (2)

- We recommend that boards of education and higher education in each state--in cooperation with teachers and school administrators--put in place, as soon as possible, systems for fairly and objectively measuring the effectiveness of teachers and rewarding outstanding performance. (2)

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Findings/Observations	Recommendations
5. TEACHER EVALUATION (Con't)	
that they would seek a model of perfection--someone who is understanding, patient, friendly, intelligent, and who has a sense of humor and high moral character. Farther down the list the public would seek out a person who has the ability to motivate and inspire children and possesses enthusiasm for the subject being taught. (9)	
6. INCENTIVES	
	o Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage. (1)
o Social progress, ironically, intensifies the difficulty. In former years, when women and minorities suffered greater job discrimination than today, teaching was often their major opportunity for work at a professional level. Today, however, job opportunities are broadening for women and minorities; teaching can no longer monopolize their talents. (2)	o In addition to higher salaries, we recommend that the states and communities, the media and business leaders, establish new forms of recognition to honor the contributions of teachers and to underscore publicly their critical importance in our national life. We have in mind special scholarships, financial awards and other tributes which express the value we place upon teaching as a profession--and our appreciation for greater teachers. (2)
o Finally, we must take action to make the classroom a place where teachers can teach and children can learn--an exciting place with more opportunity for student-teacher interaction. We must build a professional environment that will attract and hold talented and well trained teachers, despite the allure of the private sector. (5)	o State and local governments should work to improve the teaching environment. This includes greater administrative and parental support of discipline and attendance, fewer classroom interruptions, and higher academic standards, as well as the provision of needed equipment, materials and specialized support staff. (5)

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Findings/Observations	Recommendations
6. INCENTIVES (Con't)	
	o Professional societies, schools, states and the nation should find ways to recognize the performance and value of the excellent teacher. (5)
	o A Teacher Excellence Fund should be established in every school--a competitive grant program to enable teachers to design and carry out a special professional project. (10)
	o Good teachers should be given adequate recognition and rewards--from a student's "thank you," to cash awards, to active support from parents. Outstanding teachers also should be honored annually in every school district, and, statewide, by the governor and the legislature. Further, newspapers and other businesses in each community should adopt a teacher-recognition program with appropriate cash awards. (10)
o Even though policy makers universally agree on the need to strengthen the teaching profession, many of them support policies that both patronize teachers and undermine their autonomy--that essential element of self-esteem. The teacher's role is codified today, all the way down to minutes-per-year-per subject. Teachers are told that their own competence is to be measured by credit hours of college courses taken, even though there is little evidence that quality derives from credits earned. Thus the system insults the intelligence of teachers.	

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Findings/Observations	Recommendations
6. INCENTIVES (Con't)	
Policies seem to be drafted to squeeze the incompetents out of the profession rather than to attract the able into it. (12)	
o The teaching profession has a very limited career line. A teacher has roughly the same responsibility at the end of a professional lifetime as on the first day of work. As much as anything else, this state of affairs drives many able and ambitious people from the classroom. (12)	
7. SALARIES	
o The average salary after 12 years of teaching is only $17,000 per year, and many teachers are required to supplement their income with part-time and summer employment. (1)	o Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. (1)
o Teachers salaries generally remain low in comparison to pay scales in other occupations. In Montgomery County, Maryland, for example--a prosperous Washington suburb whose school system is considered generally excellent--a liquor store clerk with a high school diploma and two years' experience earns $12,479. A school teacher, however, with a college degree, special training in teaching, and the same amount of experience, earns less: only $12,323. (2)	o We recommend that every state and every local school district--with the fullest participation of teachers themselves--drastically improve their methods for recruiting, training and paying teachers. This improvement should begin with schedules of teacher pay that are competitive with pay in other jobs and professions. (2)
o The differences between pay for a beginning teacher and pay for an experienced teacher are so small in most states, and are applied so gradually, that a powerful incentive is created for experienced teachers	

Findings/Observations	Recommendations
7. SALARIES (Con't)	
to leave the profession. Small wonder that 25% of teachers currently at work in the classroom have stated their intention to leave teaching in the near future! (2)	
o The average salary of beginning mathematics teachers with a bachelor's degree, for example, is now only 60% of the beginning salary offered by private industry to bachelor's degree. (2)	
o The organizations--the unions and professional associations--to which teachers belong have protected their weakest members rather than winning rewards for their strongest. They have promoted the principle of equal pay or, at best, a differential pay scale that primarily takes into account educational background and seniority, thereby limiting the financial incentives available for rewarding superior professional work. (8)	o State and local governments should reward excellence in teaching and should provide opportunities for high quality teachers to move up a salary and status ladder without leaving the classroom. (5)
o The collective-bargaining process, moreover, has not only made it difficult to encourage promising teachers or dismiss poor ones, it has forced many of the best to leave teaching for more financially rewarding work. (8)	o A federally funded national master-teachers program should be established. Such a program would award to the "best teachers from every state" a monetary grant for a period of five years. (7)
o When asked, "Do you think salaries for teachers in this community are too high, too low, or just about right," the responses were, too high 11%, too low 47%, and about right 42%. (9)	
	o State and local governments should provide means for teachers to move up a salary and status ladder without leaving the classroom. (10)
	o Local school systems, military and other governmental entities, and the private sector should all explore ways to extend the employment year

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Findings/Observations	Recommendations
7. SALARIES (Con't)	
o Teachers' salaries should be increased. When teachers' salaries are compared to other professionals, the contrast is depressing. For many teachers, moonlighting has become essential. Salaries for teachers must be commensurate with those of other professions, and with the tasks teachers must perform. (10)	while providing supplementary income and revitalizing experience. (10) o As a national goal, the average salary for teachers in public schools should be increased by at least 20% beyond the rate of inflation over the next three years. (10)
o Bad working conditions are not the only reason why we do not have enough able teachers, or why good ones are prevented from performing as they should. Recruiting for the profession is hampered by the average rate of pay, which is often less than that in other less taxing lines of work. (11)	o We pay our teachers too little for work they are expected to do. (11)
o Teachers' salaries and benefits are not competitive with those in fields that require comparable preparation--particularly at the top levels. Moreover, teachers' salaries have fallen in real dollars over the last decade. The psychic rewards of teaching provide some compensation--but they don't pay dental bills. (12)	
8. MERIT PAY/CAREER LADDERS	
	o School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher. (1)

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Findings/Observations	Recommendations
8. MERIT PAY/CAREER LADDERS (Con't)	
o In every state, teachers are paid according to a rigid salary schedule based primarily on training and years of experience. No state, to our knowledge, has a system for rewarding exceptional teachers for their superior performance. (2)	o We strongly recommend that each state create a "career ladder" for teachers that will help attract and keep outstanding teachers. There should be changing levels of responsibility, pay and status for teachers as they move through their careers. No good teacher should be forced to leave teaching and become an administrator as the only means of achieving higher pay and status in an educational career.(2)
o Many teachers and teacher unions will have to reexamine their views about differential salaries in areas of shortage and systems of pay based on factors other than merely years of service and credits for "staff development." (5)	o School systems should explore means to adjust compensation in order to compete for and retain high quality teachers in fields like mathematics, science and technology. Compensation calculations must include consideration of intangible benefits such as the length of the work year, promotion potential, and similar factors. (5)
o The public voted nearly two-to-one in favor of merit pay for teachers. (9)	o The proposed master-teacher program should pave the way for a merit-based personnel system for teachers which would foster improvement in quality. (7)
o A career path for teachers should be developed. Two of the most troublesome aspects of the teaching profession today are the lack of a career ladder and the leveling off of salaries. The irony is that to "get ahead" in teaching, you must leave it. Good teachers must be recognized and move forward within the profession, not outside it. (10)	o The credentialing of teachers should be separated from college preparation. To qualify for a credential, each candidate should submit letters of recommendation from members of the faculty in his or her academic major, from faculty in his or her education sequence, and from a teacher who has supervised his or her school internship. (10)
	o Before being credentialed, the candidate would also pass a written examination administered by a Board of Examiners to be established in every state. The majority membership on such a board should be composed of senior classroom teachers. (10)

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Findings/Observations	Recommendations
8. MERIT PAY/CAREER LADDERS (Con't)	
	o After credentialing, a career path based on performance should be available to the teacher, moving from associate teacher to senior teacher. (10)
	o With each professional advancement, salary increases should be provided. Such increases would be in addition to cost-of-living and merit pay earned within ranks. (10)
	o With each professional advancement, salary increases should be provided. Such increases would be in addition to cost-of-living and merit pay earned within the ranks. (10)
	o The evaluation of teacher performance should be largely controlled by other teachers who themselves have been judged to be outstanding in the classroom. (10)
o Top professionals want a career that gradually develops, with more responsibility and compensation following experience and demonstrated excellence. This requires differentiated staffing within teaching and salaries that follow this differentiation. Such schemes require us to redefine the ways of deploying teachers in schools. The record of schools being able to carry out such redefinitions is disappointing. The notion that every teacher is just like every other teacher has substantial momentum. (12)	

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In Search of Excellence

AN INTERVIEW

Is your book a response in some way to heightened interest in Japanese management style?

I think that's certainly part of it and I think there's been a groundswell of concern about economic performance in the U.S. that probably started with OPEC back in 1973. Certainly what has happened to us relative to steel, cars, electronic computer clips, and the Japanese has a great deal to do with the heightened awareness and interest in the U.S. economy.

Do you see similarities between excellent Japanese and American companies?

Yes and no. Yes, at some very basic level in terms of a crystal-clear focus on superior quality and superior service that comes from having a highly motivated work force. The no part of it is that I have gone out of my way not to become a "quickie" expert in Japanese culture. I like to limit my comments about the parallelism to the very superficial kind, mainly because I don't understand the Japanese well enough to say more.

Tom Peters heads the Palo Alto Consulting Center and teaches at Stanford Business School. Cindy Tursman, editor of The School Administrator, *conducted this interview.*

"Two characteristics of excellence are most important: focusing on the customers and providing superior quality and service . . . the only way sizable institutions provide superior quality and service is if in fact everyone in the institution is committed to it, and so the people part becomes equally important to the customer part. Those two go hand in hand."

WITH TOM PETERS

What did you find in terms of the organizational structures of the excellent companies?

It was a mixed bag; but in general, radical decentralization with modest size units. These units were by and large responsible for creating their own destiny.

How do they seem to tap the needs of the individual?

If you are in a 150 person or 200 person unit, the possibility of communication and the possibility of commitment is simply greater than it is in some 4,000 person factory or some 70,000 person manufacturing facility. So among other things, the numbers really account for a lot. There's a fellow by the name of Bill Gord who runs a company called W. L. Gord. He said when the number under one roof exceeds 150, somehow or another the group turns into an unruly crowd. Although that's obviously a casual and not a systematic observation, I think he is probably right on the mark.

As you explain in *In Search of Excellence*, most business problem-solving approaches focus on so-called "rational tools," numbers, strategies, and structures. How and why did you vary from this approach?

Simply because of the data we confronted. We went in with a lengthy 25-page questionnaire for each interview, focusing on strategies and structures, systems, and so on, and kept being struck square between the eyes with the informal patterns of communication, a heightened level of personal commitment, and with concern about customer services, quality, and innovation. So we moved away from standard categories to the categories that we used in the book simply because the old categories were inadequate.

What did you mean by the art of management and the phrase "paralysis through analysis"?

What we mean is that basically I don't care what your proposal happens to be, whether it's to add rooms to a school, whether it's to change evaluation procedures, whether it's to change an incentive system or a sales person, any staff person in any institution in this country can find 5,000 "rational" reasons that something is wrong. That has become, unfortunately, the traditional role of staff. What we found, especially in the entrepreneurial institutions like the 3 M's, is basically they respect very much that the key person in turning something into reality is the champion. The champion almost always starts out on his pursuit of excellence or better performance or whatever purely as a act of faith and belief. And while the rational components are important, it is also terribly important to give credence to the nonrational side, the side that involves faith, care, and belief in attributes such as quality and creativity.

So it seems that the excellent companies reflect a balance between rational models and what we might call intuition.

Yes, that's a very fair way of stating it.

Of all the characteristics of excellent companies that you have defined in your research, which seems to be the most important?

I have to say two: focusing on the customers and providing superior quality and service. The reason I don't like that answer is the only way sizable institutions provide superior quality and service, is if in fact everyone in the institution is committed to it, and so the people part becomes equally important to the customer part. Those two go hand in hand.

Concerning individualism and the needs of the individual, you talk about the "bureaucracy beaters," those who are able to cut through the red tape, and the care, feeding, and unshackling of the average man. What are some techniques that excellent companies use to encourage the individual?

I think that I want to make one thing clear in answering that question. I am delighted to mention a couple of techniques, but techniques are not the heart of the matter. From the world of the J.R. Smucker Company making Smucker jams and jellies to the world of Hewlett-Packard, the real magic is people who run the institution who truly believe in people and believe in the dignity, worth, and ability of every person in the organization to contribute in a mature and adult way. So the belief system lays at the heart of it. All the techniques and gimmicks in the world are literally not worth a damn if the beliefs are not in place. In the last quarter century we've tried job enrichment and every other darn thing and these are techniques that will be helpful if the basic belief system is in place. However, they won't be worth a darn if the basic beliefs aren't in place, in fact, such "remedies" very often tend to be a hindrance rather than a help, because they are just an added layer of bureaucracy.

But to go beyond that, the principle technique, I guess you would call it, is recognition and positive re-enforcement. I think in education it has been clear for a long time. And I don't mean going all the way back to the Skinner box, but rewarding students for homework well done, rewarding people for positive steps taken, is probably the most successful and effective motivator. The same thing is true for people on a factory force, people on a sales force—the ability to celebrate minor successes, the ability to notice minor

positive successes, is probably the most successful technique. But, again, you get back to the belief issue, and that is, the phoney pat on the back is almost always seen for just what it is, a phoney act.

There has been a great deal of interest in merit pay performance standards for teachers and administrators, areas that we might think of as from the measurement school of thought. Do you see this as a dangerous trend?

I do see a tremendous amount of danger to it. The fellow whom I have learned the most from is a fellow by the name of Rene McPherson, who was the dean of the Business School at Stanford and chairman of the Dana Corp. McPherson's comment, which I think is 100 percent applicable to this merit pay issue, is that if senior management is going to go to line people with a request that they do something differently, senior management damn well better have their own hands totally clean first. My concern with the merit pay thing is that the teachers will have merit pay measures dumped on them by thoughtless bureaucratic administrators. If the bureaucratic nonsense were ripped clean from the school system and teachers were in fact able to be modestly creative within the classroom and given the tools to do so, I would stand up as the number one fan in the country for promotion and evaluation by merit.

Are there some type of productivity or performance measures that might be applicable to the schools?

Any kinds of productivity measures are applicable if the bureaucracy is not getting in the way of people getting the job done. Let me go to the industrial analogue again. Let's take quality circles which everybody is turned on about. Quality circles work like a charm in Hewlet-Packard, because the company has believed for 45 years that the average person should be a regular contributor to his or her job, so the technique added on top of that set of beliefs is terrific. But in nine out of ten companies I go to, even in the so-called "humanistic" Silicon Valley, I find that people wouldn't attend their quality circle meetings even if it were the last day on earth, because they see it as just another bureaucracy game aimed at twisting the productivity screws. So while I believe in measurements, I believe that they have to be simple and I believe above all, that people have to have the ability to affect the outcomes. If you put a measure on somebody and he or she has no control over the outcome of the measure, then you've done nothing except made one more classic step down the path of removing responsibility and the whole thing becomes a sick game.

I think some of the performance pay plans have failed in the past for that very reason. They were imposed systems in which the people being evaluated had no say in shaping or designing them, in ultimately influencing their own destiny.

Right. That's the usual reason for failure of evaluation systems in the private sector. I would say eight out of ten cases.

What is needed or what else might be needed to improve the quality of education in America?

As I mentioned relative to **In Search of Excellence**, the principle thing that we found was the simple care and concern for the customer. Second, the best performing companies tended to be led by people who in fact had "grown up" with customers or had grown up by making the product in the factory. One of my concerns as a layperson relative to the educational system is that the educational system seems to me to have a lot of the same problems as the so-called "professionally managed health care system" and the so-called "professionally managed business." That is, the people who are running the show very often are extremely detached from the basic delivery of the product in the classroom, or at the sales force level, or with patients in a hospital. I saw an essay just recently making a case for teaching administrators; I certainly think there is a fantastic case to be made which says that people who administer educational activities certainly should have had a very, very heavy dose of teaching, and they should continue to teach. We strongly believe that presidents of large corporations ought to be spending a half-dozen days a month calling on their customers. And in fact they do, even in $40 billion companies like IBM. I think the number one problem in administering complex institutions in America today is that the so-called "professionals" are out of touch with their people and out of touch with their customers. I found this to be true in the health care field which was my first step beyond the corporate world. It is as applicable to the patient in the hospital as it is to the customer in the private sector. I'd bet the same thing is true in the educational setting as well.

Are you generally optimistic about productivity in America and the general direction that management seems to be taking?

No. Modestly optimistic at most. I hope that the lessons of OPEC and the lessons of the automotive industry may have triggered a move toward quality, but I am not particularly optimistic. Even though there has been a fantastic reaction to our book beyond our widest imagination, we can never forget that it happened in the midst of very deep recession, which basically is a depression. Whether people will keep their eye on the ball concerning these basics of quality and customer needs when the market turns good again is at least the 64-thousand-dollar question in my mind.

Ok, generally where do you think we are headed?

While I'm not a futurist, certainly we are, as the futurists have been saying, in the midst of what I think it is fair to say, is the biggest structural shift in our economy since the Industrial Revolution. The implications of that for education and the private sector of goods and services producers is going to be nothing short of awesome over the next 25 to 30 years. I don't know whether we're headed toward the environment Vonnegut described 20 years ago where half the work force of the country is no longer required anymore or not. I think, unfortunately, there may be a modest case to be made in that direction, and if that is the case, we sure haven't given it a whole lot of thought. Unless we do, I think it is going to be a very turbulent next 25 years. ❑

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Reach for your calculator

Borrow this neat idea from industry: Base salaries on position, not seniority[32]

By David H. Rhone

FEW SCHOOL BOARDS or taxpayers seem to be entirely satisfied these days with the way most school systems pay teachers—basing salary increases on seniority and academic credits. At the same time, it's hard to find an alternative that's acceptable to everyone. So consider this proposed plan—a step-by-step approach to basing your teacher salary schedule on position classifications. Although it's not in use in its entirety in any school system, I think you'll agree that my proposal is realistic, affordable, and attractive to teachers and budget-minded board members alike.

The problem with a seniority/academic credits system: *Positions* are not necessarily of equal value to your education program. Consider:

- Should a teacher of mathematics (a teaching specialty in which a shortage currently exists in many regions of the U.S.), who has a master's degree and 30 additional credits in mathematics and who receives $25,000, be on a salary par with a driver education teacher who has the same degree and years of experience?
- Should school nurses be on the same salary scale as teachers?
- Should English teachers, who have five classes of 30 or 35 students each and hundreds of papers to grade each week, receive the same pay as physical education teachers?
- Should an elementary classroom teacher be classified for salary purposes in the same category as a guidance counselor?

Regardless of the value or importance of these teaching specialties to the education program of your school system, you most likely are forced to treat them equally under your current salary schedule. And the examples just listed suggest that the current system of determining teacher salaries is outmoded: Years of experience and accumulated credits, I believe, no longer are the *only* viable, equitable, reasonable tools for classifying and paying teachers.

The solution: position classification. Industry and business have used position classification for many years as a cornerstone in their personnel practices. Position classification—a systematic, equitable method of evaluating and paying employes—involves the following steps:

- Analyzing the requirements and responsibilities of each type of teaching position.
- Developing a process for determining similarities and differences among teaching positions.
- Comparing the equity of existing salaries to differences between jobs.
- Devising a salary guide that permits competitive hiring, consistency in awarding salary increases, and ease of administration—all while constraining costs.

Your school board can adapt industry's techniques to your school system's needs, restructuring your salary schedules for both teachers and nonteaching, certificated workers. Here's how:

Step 1. Develop job descriptions

It's surprising how few U.S. school systems have developed written descriptions of the requirements and responsibilities of their teaching positions. Yet, without this information, you hardly can determine fair and reasonable salaries for your teachers. What you need to do: Define the various teaching and nonteaching positions in the school system by detailing the essential features and requirements of each position. Questions to ask include the following: (1) What are the primary duties and responsibilities of the position? (2) What are the secondary and related responsibilities? (3) What are the educational requirements and experience needed to do the job?

Step 2. Establish "job components"

After completing the job descriptions, select the factors, or job components, that are common to all positions in the school system. You'll use these as yardsticks for evaluating the positions. The amount of formal education, for example, and the amount of necessary on-the-job experience are job components common to all positions.

The following list is a good starting point for defining job components in your own system: education, experience, required instructional skills, judgment required, planning time required, amount of teacher/student interaction necessary, number of students supervised, communication skills necessary, professional growth, and ability to motivate students. Add more to this list as necessary and appropriate to your system's needs.

Step 3. Assign values

Assigning values to your job components is complicated, but it's critical to your new compensation system. At this stage, you must (1) define appropriate levels of expertise *within* each position, along with criteria for attaining each of these levels, and (2) assign a point value to each level, weighting certain levels if, for instance, your board thinks academic training is more valuable than, say, number of students supervised.

Example: The education component indicates what training or credits are necessary for becoming, say, a foreign language teacher. (As you determine levels within each component, consider state certification requirements as well as your own system's specific requirements for a position.) For a foreign language teacher, then, the education component—along with its levels and their point values—might read as follows:

Level I: Associate degree (less than a

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Job components—such as education, experience, skills, and the ability to motivate students (you'll want to add to this list)—are yardsticks to use if you revamp your teaching salary schedule and tie it to position classifications

four-year college degree), 25 points. *Level 2:* Bachelor's degree (regular four-year college degree), 50 points. *Level 3:* Bachelor's degree and specialized courses (four-year degree plus courses in teaching area relevant to position), 75 points. *Level 4:* Master's degree (master's equivalency or approved master's program), 100 points. *Level 5:* Master's degree plus 15 hours in specialized areas required by position, 125 points. *Level 6:* Master's degree plus dual certification (certification in two content areas), 150 points. *Level 7:* Doctorate (approved doctoral program), 175 points.

Defining levels, descriptions, and point values for all the positions in your system might require that you rethink your system's current curriculum objectives; the process is sure to highlight the teaching positions that require specialized training and the positions most critical to your overall education program.

A point worth noting: This step takes considerable time and should be done by more than one staff person. This step also is the ideal place for teachers to participate in restructuring your salary system. A bonus: Many teachers find that the process of establishing criteria to determine the relative value of job duties also is an equitable way to determine teacher compensation levels for extracurricular duties, such as coaching sports teams, managing the school store, or sponsoring the yearbook staff.

Step 4. Tally point values

This step is the simplest of all, yet vital: It tells you the relative value to your system of each position. Simply add up the point values of all the components for each position.

Before you do that, however, you can take into account additional concerns. You might decide that for certain positions, the education required or the judgment required is more important than all other components. The components already are weighted according to your judgment of their relative value to each other, but you now have the opportunity to give one or two factors more weight because of the specific requirements of a job. Example: If you think the education needed to teach physics is more important than other components, you can give the education factor, say, an extra 10 percent weight (or "prorated value"). This way, all physics teachers' scores on the education component will be increased. (See the accompanying sample.)

Finally, this step is a good place to take into account market availability: If science teachers, for instance, are in short supply in your region, you can award additional points to all science teaching positions. Do this by multiplying the total score by a factor (10 percent, 15 percent, or whatever) you decide market availability is worth. In the example, a foreign language teaching position in the ninth grade (teaching first-year French, for instance) is assigned points according to the value of job components. But the school system decides education is very important for a foreign language teaching job, and so assigns a 10 percent prorated value to it. Thus the ninth grade teacher's score on that component is increased by 10 percent. The same is true for the judgment factor, and in this case, the teacher's score is increased by 5 percent. Finally, the school system has had difficulty attracting qualified foreign language teachers, so a market availability factor of 7 percent is added. In our example, after all the factors have been weighted and tallied, we get this total score: 894.9 points.

Step 5. Build the salary structure

Now you're ready to start building your new salary structure. Here's how:

- *Assemble the point-value and salary data for all jobs in your school system.* Make a list of each job category and its assigned point value. Next to each job category, write the salaries currently paid to each employe who holds a job within that category. (This is a preparatory step, the purposes of which you'll see when you read the next two points.)
- *Establish grade levels.* From the list you've compiled, look at the point spread between the job category with the lowest total score and the one with the highest total score. Suppose, for instance, the lowest score is 400 points and the highest is 1,000 points. The difference is 600 points. You might decide it makes sense to organize all job categories into three pay grades, with 200 points as a separation between the three grades. Here's how it would break down: Grade 1 positions fall between 400 and 599 points; Grade 2, between 600 and 799 points; Grade 3, between 800 and 1,000 points.
- *Decide the salary range for each grade level—from minimum to maximum.* Determining appropriate minimums and maximums might be easier if you analyze salaries paid in similar school systems in your area, determining the median or average salaries paid for comparable positions as well as minimum and maximum salaries paid. Once you deter-

mine these ranges, your new salary schedule might look like this: Teachers in Grade 1 jobs might earn a minimum of $16,000 and a maximum of $27,000; Grade 2 teachers might earn a minimum of $18,500 and a maximum of $30,000; and Grade 3 teachers might earn between $20,000 and $34,000. (Generally, it is not wise to reduce the salary of any employe who currently makes more than the maximum. That fact, however, may play a part in future salary adjustment decisions.)

Compare this new structure with the traditional lock-step pattern of awarding salary increases solely on the basis of seniority and credits The advantages, I think, of the new structure: (1) Your board and administrators have far more discretion in moving individual teachers up through the salary range of each pay grade; and (2) you can adjust the ranges upward each year to reflect inflation or hold them intact during steadier economic periods.

Instituting a hierarchy of salaries, such as the one proposed here, makes sense in several ways: It assures the community that your teachers are paid for the kind of jobs they perform; and it ensures that responsibility and accountability are considered in setting teachers' salaries. If combined, for example, with a merit pay program, this salary system might also help you meet the shortage of teachers in certain subject areas, keep talented teachers from leaving the classroom by rewarding them for a job well done, and motivate higher standards among all your teachers.

It's impossible here to address every question that might arise about this proposed plan. If you're interested in further details, contact me at R.D. 1, Box 143B, Shippensburg, Pa. 17257; 717/423-6719. □

A hierarchy of salaries like this one tells your community that teachers are paid for the kinds of jobs they do; it encourages higher standards among your staff—and it helps keep top teachers in the classroom by rewarding them for a job well done

Table of values for each job

Job _____

Job components	Points							Plus prorated value	Equals score
	1	2	3	4	5	6	7		
1. Education	25	(50)	75	100	125	150	175	+10%	= 55
2. Experience	(25)	50	75	100	125	150	175	+ %	= 25
3. Instructional skills	50	75	(100)	125	150	175	200	+ %	= 100
4. Judgment required	75	100	(125)	150	175	200	225	+ 5%	= 131.3
5. Planning time required	25	50	(75)	100	125	150	175	+ %	= 75
6. Teacher/student interaction	25	50	75	100	(125)	150	175	+ %	= 125
7. Students supervised	25	(50)	75	100	125	150	175	+ %	= 50
8. Communication skills	25	50	75	100	(125)	150	175	+ %	= 125
9. Professional growth	(50)	75	100	125	150	175	200	+ %	= 50
10. Student motivation	25	50	75	(100)	125	150	175	+ %	= 100
								Score:	836.3

Market availability factor 7% times score 836.3 equals 58.6

Total points 894.9

The numbers circled here show how the job components of a foreign language teaching position might be tallied. Under "prorated value," education gets an additional 10 percent weight, and judgment required receives an additional 5 percent. After tallying the points, we multiply by a market availability factor of 7 percent. Total for this hypothetical example: 894.9 points.

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Clifford P. Hooker

A Behavior Modification Model for Merit U.[21]

The best predictor of a healthy salary increase? Proximity to the merit rater, of course.

You are one of nine professors in an instructional department in a large university. The university administration is proud of its merit salary system. The procedure places most of the authority and responsibility for salary determination with the department chairman. Your goal is to receive maximum annual salary increases. What type of behavior is most likely to be rewarded with this system?

Publish? Forget it! The rank-order correlation between salary improvements and record of publications for the nine professors over the past five years was −.066.

Maybe you fancy yourself as a good teacher. You think full-year equivalents (FYEs) are important to budget-setters. Perhaps you can best improve your salary by concentrating on teaching. Wrong again. The rank-order correlation between salary improvement and the number of students taught by the nine professors was only .383.

Why not teach extension classes? The president has made impressive statements about the "expanding role of the university" and "taking instruction out of the campus setting." You are getting worse. Another negative correlation, −.200.

How about choosing the production of graduate students as your route to the pot of gold in the chairman's office? Go back to the beginning. The correlation was but .450.

One more possibility: Concentrate on your work. Neglect your family. Get a divorce or legal separation. Maybe this will impress the chairman. Frustration is coming your way once more. The three professors who chose this route ranked 7, 8, and 9 in salary increases over the five years.

Your score to this point is near zero. Your behavior must be modified. *Think politically!*

Now you are on your way to success. Political influence that may maximize goal attainment in this situation requires contact with the allocator – the department chairman. Physical proximity to the chairman's office is essential.

Wow! Now you have a winner. The rank-order correlation between percent of salary change in the past five years and the distance between a professor's office and that of the chairman was a negative .533.

This means that the fellows at the far end of the hall aren't reaping many of the rewards. So you maneuver for an office location near the seat of power. It's the best predictor of a healthy annual rise in salary. The only way to beat it is to be the chairman. He ranked number one on percent of salary improvement for the five years. Clearly, the dean rewarded him generously for installing this ingenious merit salary system.

The data to support the conclusion drawn from this study of salary experience at Merit U are shown in the table below. □

Rank-Order Correlation Between Percent Salary Increase and Selected Quantitative Output Measures of Nine Faculty Members During Past Five Years*

Professor	Percent Increase In Salary	1 Rank	2 Rank	3 Rank	4 Rank	5 Rank	6 Rank
A	27%	9	9	1	8	7	6
B	55%	1	5	7	1	8	1
C	31%	7	3	6	4	2	5
D	39%	3	4	3	2	5	4
E	32%	6	2	5	6	3	9
F	43%	2	1	8	9	1	7
G	35%	5	7	4	3	9	3
H	38%	4	8	2	5	6	2
I	29%	8	6	9	7	4	8
Rank-order correlation with column one			.383	-.200	.450	-.066	-.533

*Rank from most to least except in column 6.

Column 1 – Rank order in percent of salary increase in past five years.
Column 2 – Rank order in "teaching load" for past five years.
Column 3 – Rank order in credits taught by extension in past five years.
Column 4 – Rank order in number of graduate students completing degrees in past five years. (M.A. and specialist degrees weighted at .5; Ph.D. and Ed.D. weighted at 1.0.)
Column 5 – Rank order in quantity of publications. (Publications were weighted as follows: articles and book reviews in copyrighted journals, 1; articles in refereed journals, 3; chapters in published copyrighted books, 5; published research monographs, 5; author, co-author, or editor of a textbook or other book-length volume, 10. No weight given to Xeroxed and mimeographed unpublished reports.)
Column 6 – Office "arrangement."

Formula Used

$$R(rho) = 1 - \frac{6 \times \Sigma D^2}{N(N^2 - 1)} \qquad R = 1 - \frac{6 \times \Sigma D^2}{720}$$

D = Difference in rank
N = Number in group (9)

CLIFFORD P. HOOKER (University of Minnesota Chapter) is professor of educational administration, University of Minnesota. He states that the data presented here came from a real study at a real university.

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